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ABSTRACT

This evaluation report summarizes data collected from pupil questionnaires, teacher questionniares, and parent interviews on the success of a recently implemented elementary school reorganization plan designed to enhance academic achievement. Five evaluation instruments were developed as a collaborative effort of teachers, parents, evaluators, and district staff, and were administered in October of 1973 and again in May of 1974. The five measures were designed to collect the following data: (1) measure of the school's climate as indicated by student attitudes (Pupil Questionnaire, Student Questionnaire Upper Elementary Level, Student Questionnaire Lower Elementary); (2) information indicating how parents of Webber School children feel about their school (Parent Interview Form); (3) information regarding growth in basic skill areas of math and reading (Base Math Test, Stanford Diagnostic Reading Test); (4) staff perceptions of the extent to which reorganization was implemented according to plan (Webber Teacher Questionniare); and (5) effectiveness of special education organization in eliminating stigma associated with children receiving special services (Sociometric Data Questionnaire). A sample of each of the questionnaires and interview forms is contained in this evaluation report, along with a graphical representation of the results. (CS)

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WEBBER SCHOOL EVALUATION REPORT

School Year 1973-74

COMPILED AND CONDUCTED BY

THE OFFICE OF RESEARCH AND PROGRAM COORDINATION

of the

URBANA SCHOOLS

PS 007865

Urbana School District #116
Urbana, Illinois
61801

EVALUATION - WEBBER SCHOOL
Urbana, Illinois
July, 1974

The Webber School faculty developed a complete reorganization plan during the 1972-73 school year. This plan became operational in September, 1973.

The reorganization was proposed in order to humanize the school environment of Webber School and to reverse the downward trend in academic achievement. The Webber Faculty proposed that a radical change in the school's organization and programs be made. The facets of the program proposal are as follows:

I. That Webber School be reorganized to achieve a classroom-teacher-pupil ratio of one to fifteen. In order to achieve such a ratio, classroom teachers will assume tasks now performed by supportive personel.

II. That each full-time certificated person, with the exception of the Principal and the Librarian, assume responsibility for establishing and maintaining an on-going personal relationship with the fifteen children assigned to them. Resultant grouping shall be heterogeneous.

III. That self-contained classes may exist during the first month of school as an adjustment period for the purpose of building rapport and establishing stable learning environments.

IV. That there shall be common planning and consultation time for all teachers following the student's day.

V. That there be employed a sufficient number of special education persons to meet the needs of all children, who because of social or learning problems, are unable to make constructive use of the school experiences as defined in the School Code.

VI. That the special education program be integrated within the standard program in such a manner that the children will no longer suffer from the stigma associated with labeling and isolation. Further, that this shall constitute a first step toward compliance with the innovative concept in special education of a "zero reject model."

VII. That there be implemented programs which take into consideration the various learning styles of children.

VIII. That through in-service training all certificated personnel be trained in techniques and skills designed to improve inter-personal relationships.

IX. That the present lunchroom setup be abandoned in favor of one which requires that each teacher be with the fifteen children assigned to her. This is to be an educational experience rather than a babysitting service.

X. That the length of the school day shall be the same for all children in attendance at Webber School, with the exception of kindergarten children.

XI. That in order to make more efficient use of available classroom materials, there be employed an instructional program secretary whose main function shall be to inventory, organize, catalog and disseminate such materials.

At the time that the reorganization was put into operation (September, 1973) the faculty also was concerned with the development of an evaluation plan. With the assistance of the Assistant Superintendent for Research and New Program Development of the Urbana Schools and graduate sutdents and faculty from the University of Illinois participating in a special seminar established to involve students in school initiated projects, a plan was initiated.

To carry out the evaluation plan, simple instruments and data gathering procedures were developed to meet the unique needs of the faculty with emphasis on relevance and immediate feedback. The staff members involved in setting up the plan are continuing to give support to the development of procedures and organization of data. Though the instruments and procedures may not appear to be as sophisticated as many prepared by the test publishers, they have the advantage of being developed and prepared by teachers who are seeking answers to questions thay are asking. This plan is viewed as an evolving process with questions continuing to be presented and improved techniques being developed to provide data which might be used to support answers.

A description of evaluation in the Urbana Schools (pp.3-6) precedes the Webber evaluation plan. The Webber evaluation report serves as an example of the building level component of the Urbana School's evaluation process.

Without the cooperation and assistance of the total Webber faculty, graduate students Lynette Long, Lucia French and Ernest Goetz and Dr. Thomas J. Long, Associate Professor, Educational Psychology along with several other faculty and graduate students it would not have been possible to conduct this comprehensive report.

D. Holste
7/1/74

Rationale Statement:
(as presented to board of education 6-5-73, with modification made for the Program Plan submitted in compliance to A-160, 12-18-73)

The Urbana Schools recognize that a major task of an evaluation program is the job of reporting what persons, programs and schools are trying to do. Therefore, much of the emphasis in evaluation is concerned with helping participants at all levels (students, teachers, parents, administrators, board members) to report what it is they are attempting to do. This initial purpose of evaluation is seen as basic to the succeeding phases which are concerned with determining the nature and worth of what is being done. Part of this task has already been completed in Urbana with the community's involvement in establishing broad Student and System Goals. This task is never fully completed, however, since the community is constantly changing both in terms of its needs and values. Frequent endeavors must be carried out in the form of needs surveys or other techniques which determine these changes and help to reflect them in the goals established for the schools. In order to provide evaluation that is helpful in making decisions, participants at all levels will need to be assisted by the Assistant Superintendent for Research in describing what it is they are attempting to do. This involves much more than stating objectives in an appropriate space. Describing what one hopes to do can be accomplished in several ways, many of which avoid the prevalent criticism that stating what one does in terms of behavioral objectives tends to promote sterile nonproductive teaching.

The second phase of evaluation involves the preparation of answerable and relevant questions which reflect the concerns of those making decisions at all levels. Often questions asked of evaluators are ambiguous or for other reasons unanswerable. Participants need assistance in developing appropriate questions. The Assistant Superintendent for Research will assist in the formulation of these questions and by August, 1974 a partial list will be completed.

Once this has been accomplished, instruments and techniques are usually available to answer a wide variety of questions in the areas of diagnosis, assessment of needs, measures of change, review of related data, etc. The value of an evaluation program for the schools is related to its ability to utilize it to best answer its answerable questions.

To reach decision makers at all levels, the Urbana School's plan for evaluation is organized on four levels. These are as follows:

1. Districtwide assessments - those assessments which relate to districtwide concerns.
2. Building level assessments - those assessments which relate to the unique evaluations for each building.
3. Program and/or individual teacher assessments - those assessments which relate to programs within buildings and to pilot programs and the teacher evaluation of each.
4. Individual pupil assessment - those assessments which deal with individual pupil growth, diagnosis, interest and personality measures applied to individual students.

Though Urbana's evaluation plan utilizes many tests, instruments and other data gathering techniques, it does not mandate certain testing programs or other broad programs except as these are needed to answer the concerns or questions developed at each level. This plan provides an open-ended system which permits the continuing development of questions to be answered. It does not provide for testing except where it is needed to answer appropriate questions.

Under the direction of the Assistant Superintendent for Research, some district level questions along with possible evaluative procedures which might be used to answer them have been developed. A first attempt at designing a building level plan of evaluation is in process and will be completed by June, 1974. A plan for two additional buildings will be completed by June, 1975. Individual pupil assessment is a continuous process with the pupil service personnel evaluating pupils who are referred by the classroom teacher.

General Description of Evaluation Plan
(as presented to board of education 6-5-73)

Urbana's plan for evaluation is organized on four levels. These levels are:

1) districtwide
2) building - including special education programs
3) program and/or individual teacher concerns
4) individual pupil

Each of the four levels is concerned with different kinds of evaluation for different purposes. This plan provides an open-ended system which permits the continuing development of questions to be answered. It does not provide for testing and/or the use of other evaluation techniques except where they are needed to answer appropriate questions.

Districtwide Concerns

Questions Which May be Asked	Possible Evaluation Procedures
1. How does the community perceive its schools? What does the community expect of its schools? (needs assessment)	1. Districtwide needs assessment and other similiar techniques for gathering opinions. Development of Districtwide Goals.
2. How is the community changing demographically?	2. Data systematically gathered from all students as they enter the schools and updated as changes occur.
3. What is the entry level of children coming to school? How do school populations differ in entry levels?	3. The ABC Readiness Inventory or a similiar instrument administered to all kindergarten children during the first two months of school. This test provides a readiness age for children entering school making it possible to determine different levels of entry for each school and different groups.
4. How do students (particularly at the secondary level) feel about their schools?	4. The use of attitudinal measures, self-concept measures and other measures relating to the effective domain to be reviewed for use on a districtwide basis. To date, measures of this nature seem more appropriate at the building and/or teacher level.

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5. How effective is the district in teaching children how to read? Who are the children who are not able to read by age 10?	5. A complete reading test individually administered to all children beginning their fifth year in school (early grade 4). Two measures to be used, one by the school psychologist, the other by the classroom teacher. This testing to determine the number of children who are reading below levels found to be satisfactory for this age group as well as the number of children who are reading at levels well above what is regarded as average for this age group. A complete follow-up of all those significantly below level used to determine the type of deficiencies, programs in use, other help that can be given, etc.
6. How do the students in Urbana compare to others and one another on the basis of normative tests? (This is the type information frequently requested by funding agencies, State Departments, etc.)	6. Some standard achievement testing to be continued across all age levels. The following considerations have gone into the recommendations for achievement testing: (a) The program must provide the type of information likely to be requested from the community, state, and federal levels, while also meeting the needs and objectives of the Urbana Schools. (b) The program must provide information for as many age levels as possible. (c) Costs of the program must be held to a minimum. (d) Pupil and teacher time must be held to a minimum. (e) The program must provide information concerning: The growth (or changes) evidenced across age levels. The changing characteristics of the population served by the Urbana Schools. A recently proposed program for achievement testing will meet the purposes specified above. In addition, a sampling of students (rather than testing everyone) will reduce the costs of the program without sacrificing necessary information. This will leave much of the testing budget available for use at other levels.

Building Level Concerns

This level includes special education programs, i.e. E.M.H., B.M.C., Type A, B and Title Programs

The principal and staff of each building is to develop a evaluation plan to meet the needs for information unique to the building. The district office of research and development is offering assistance to each building as it develops a plan. This assistance will not only include the limited staff of the research office but will also provide consultant service, members of the Psychology and Ed. Psychology staffs of the University of Illinois, graduate students affiliated with the School Community Seminar directed by Don Holste, and other resources available within the budgetary limitations of the research and development budget. Periodic reports will be prepared indicating the progress made by each building in establishing its evaluation plan.

ERMS pilot schools are establishing evaluation plans as part of their commitment to the project.

Special education programs are continuing to follow their established evaluation procedures. In most cases, continued funding is dependent on these procedures.

Questions To Be Answered At The Building Level Might Include:

1. How do parents perceive the school - its strengths - its weaknesses?

2. In what way is the population of this school changing?

3. What is the entry level of children coming to this school?

4. What progress can be substantiated for students in this school in the basic skill areas?

5. How successful are the students who leave this school in their next level of education or the world of work?

6. How do children in this school feel about schools, their teachers, about themselves, and their ability to be successful in school?

A sample building level plan developed by Webber School in Urbana is attached.

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WEBBER SCHOOL EVALUATION PLAN

Developed by the Webber faculty assisted by the local district office for research and development and the School-Community Research Seminar. In its meeting of 9/10/73, the Webber Faculty agreed that they would like to obtain information about their school and its program as they relate to the following areas:

I. INFORMATION WANTED	II. INFORMATION ALREADY AVAILABLE	III. ADDITIONAL ACTIVITIES REQUIRED TO OBTAIN INFORMATION WANTED:	IV. CALENDAR OF EVENTS
1.1 A measure of the school's climate as indicated by the attitudes of children toward their school, toward themselves, toward their peers and/or toward their success and failure in school. This measure is to be taken both in the fall of 73 and spring of 74 to determine what changes if any occurred during the school year.	2.1 During the spring of 1973 a project was carried out by the members of Decker Walker's class at the U. of I. This project sought to determine how children felt about their school, about themselves and their peers. The results of this project should be carefully reviewed to determine its appropriateness to be used as a baseline measure to determine changes in the school's climate and changes in children's attitude toward school.	3.1 The selection and/or development of a student questionnaire which indicates how children feel about school. (Sample attached) The administration of this questionnaire to children as a pre measure. The administration of the same questionnaire as a post measure. It should be noted that there are data to support the fact that measures of attitude toward school generally indicate an increasing negative feeling as the school year progresses. On this basis, if the measure in September were approximately equal to the measure of the following May, this would indicate an improvement.	4.1 Develop or select questionnaire NOW Administer pupil questionnaire SEPT. '73 to MAY '74 SEPT. '74
1.2 Information indicating how parents of Webber children feel about their school. This also includes a concern with how well parents understand the school's program and what the school is trying to accomplish with their children.		3.2 The development of a parent questionnaire or similiar instrument which can be distributed to parents to determine: a) how well they understand the re-organization. b) how they feel about the school and the program it offers to their children.	4.2 Develop parent questionnaires OCT. 73- MAR. 74 Distribute parent questionnaires APR. 74

1.3 Information regarding the amount of growth made by children in the basic skill areas of language and mathematics.

2.3 As part of the District's Testing Program, a large sample of Webber children in grades 2,3,4 and 6 (nearly half) were given the complete California Test of Basic Skills in the Spring of 1973. This same test is scheduled to be administered to a similiar sample in the spring of 1974. The results from this testing can be used to look at growth patterns in the basic skill areas.

The Webber Faculty administered the Stanford Diagnostic Reading Test to all children in grades 2-6 at the close of the 1972-73 school year. New children are having the same test administered to them in the opening week of 1973-74. This information can be used as baseline data for determining reading growth.

The Special Education staff will be administering the Bond-Balow-Hoyt Reading Test to children receiving special ed. services both in fall and spring. Since Webber has almost 30% of its population qualified to receive special services, this measure will also provide information regarding growth in the basic skill areas.

All fourth graders will be individually tested with the Reading section of the Wide Range Achievement Test administered by school psychologists in the spring weeks of school.

3.3 The administration of a math measure used both as a pre and post test to determine the growth in this basic skill area throughout the 1973-74 school year.

4.3 Administer math
pre test - NOW
pos test May 74

09040

.4 Information from all staff members (academic & non academic) indicating their perceptions of the extent to which the reorganization was in implemented during the opening weeks of school, and their perceptions as to the success and failures of the project. The staff is also concerned with how these perceptions may change after the first year of operation. There is some interest also in obtaining this information from parents.

3.4 The distribution of a survey sheet to all staff members (proposed copy attached) to determine the extent to which staff members feel the reorganization has been implemented. Also to determine what staff members see as the main strengths and weaknesses of the reorganized school.

4.4 Survey Staff
OCT. 73

.5 Information regarding the effectiveness of special education staff as they are utilized in the reorganized school as perceived by speciel ed. staff and by regular teachers. Also the extent to which the reorganization eliminates the stigma associated with children receiving special services.

2.5 The Special Ed. staff will be administering the Bond-Balow-Hoyt Reading Tests to children receiving special ed. services both in fall and spring. Since Webber has almost 30% of its population qualified to receive special services, this measure will also provide information regarding growth in the basic skill areas.

3.5 The development of a complete written statement describing the organization, function and goals of the special ed. programs at Webber as it is to operating under the reorganization.

4.5 Descriptive Statement
OCT. 73

A survey of special ed. teachers regarding their perceptions of the program.

Special Ed. Teacher Survey
MAY 74

A survey of regular teachers regarding their perceptions of the special ed. program

Regular Teacher Survey
MAY 74

The selection of or development of of an instrument to be used to measure how students receiving special ed. feel about themselves and their ability to learn. (Sample attached)

Development of special ed. student measure
OCT-MAR. 74

Administering Student Survey
APR 74

PROGRESS REPORT ON IMPLEMENTATION OF WEBBER SCHOOL'S EVALUATION PLAN

7/1/74

To assist the Webber faculty in gathering data to provide information in the five areas specified in the evaluation plan, the following instruments were developed with accompanying procedures carried out. Pages 10-11 summarize the procedures with copies of instruments and summaries of data on the pages that follow.

1.1 Measure of the school's climate as indicated by student attitudes

The following instruments were developed by the school's office of research with the involvement of the Webber faculty.

A. Webber School - Pupil Questionnaire - administered in October, 1973 to 15 classrooms and May 1974 to 12 classrooms made up of children ages 7-12. Copies and summary of results attached (pp 13 to 31)

B. Student Questionnaire - Upper Elementary Form administered in October, 1973 to 12 classrooms made up of children ages 8-12. Copy and summary of results attached (pp 32 to 36)

C. Student Questionnaire - Lower Elementary Form administered in October, 1973 and May, 1974 to 6 classrooms made up of children ages 6-8. Copy and summary of results attached (pp 37 to 40)

1.2 Information indicating how parents of Webber School children feel about their school

With the involvment of the Webber faculty, a group of Webber parents, the research and development staff of the district and several staff and student members from the University of Illinois, an extensive parent questionnaire was developed to be used by interviewers in the Webber School community. A copy of the questionnaire is attached along with summary data. (pp 42 to 50) A random selection of one third of the families having children at Webber were chosen for the interview. Their homes were visited during May 1974. All teachers at Webber were interviewed at the same time, using an instrument similar to that of the parents seeking teacher's perceptions and expectations as to how parents would respond. This instrument along with a summary of significant responses is also attached. (pp 51 to 64)

1.3 Information regarding growth in basic skill areas of math and reading

The Base Math Test was administered to all children in grades one through six. An individual profile sheet was developed for each child and a skill profile was provided for each classroom. The first test was administered in October, 1973 with a post test given in May, 1974. A comparative skills profile has been developed for each child indicating the skills mastered throughout the year. Summaries of gains made in terms of the skills mastered are attached, (pp 68 to 71). The Base Math Test was written by Lola May and Vernon Hood, and published by Media Research Associates. It is a diagnostic test designed to measure basic skill mastery for 16-23 skills generally expected to be mastered at each age level.

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The Stanford Diagnostic Reading Test was administered to all children in grades three through six in May 1973 and May 1974. Summaries of the scores obtained at these times of measurement are attached, (pp 66 to 67).

In addition, a series of reading tests were administered to all children eligible to receive special education services. Summaries of these test data can also be found in the pages attached, (p. 72)

1.4 Staff perceptions of the extent to which reorganization was implemented according to plan. Also strength, weaknesses and problems as perceived by the Webber staff.

Webber Teacher Questionnaire - Part I and II - administered to the entire staff in December, 1973 and May 1974. Copies of the questionnaire and summaries of responses are attached, (pp 74 to 90)

1.5 Effectiveness of special education organization in eliminating stigma associated with children receiving special services.

Sociometric Data Questionnaire - administered to all children in November, 1973 Copy attached (p. 92)

An analysis of the sociometric data was carried out to determine to what extent special education children are seen as being different from other children in the school. Summaries of findings are attached. (pp 93-to 94)

GENERAL COMMENTS:

This report was written primarily as a direct report to the staff at Webber School. Little interpretation of data is provided. Data gathered in each of the five areas is included along with the instruments, used to gather the data. A content's page proceeds each area on page 12.

Don Holste
7/1/74

AREA 1

MEASURE OF SCHOOL'S CLIMATE

This section consists of pages 12-40 and contains the following items =

ITEM	PAGE (s)
Webber School - Pupil Questionnaire Sample Copy	13-14
Comments on the Questionnaire	15
Summary of Data Obtained by the Pupil Questionnaire	16-31
Student Questionnaire - Upper Elementary Form. Sample Copy	32-33
Summary of Data Obtained by the Student Questionnaire - Upper Elementary	34-36
Student Questionnaire - Lower Elementary Sample Copy	37-38
Summary of Data Obtained from Student Questionnaire - Lower Elementary	39-40

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WEBBER SCHOOL

PUPIL QUESTIONNAIRE

TO THE TEACHER: Put the 4 levels of response on the blackboard and explain them to the children. Have them circle the correct response - you may want to use food as an example.

I like chocolate ice cream

alot
some
very little
not at all

Help the student with the first few items. Students whose parents do not live at home may require special assistance on the first two items as well as items 14 and 15.

SAMPLE COPY

1. I like my mother

alot
some
very little
not at all
mother not at home

2. I like my father

alot
some
very little
not at all
father not at home

3. I like school

alot
some
very little
not at all

4. I like my teacher

alot
some
very little
not at all

5. I like my home

alot
some
very little
not at all

6. I like reading

alot
some
very little
not at all

7. I like to do math problems

alot
some
very little
not at all

8. I like what we do in class

alot
some
very little
not at all

9. I like myself

alot
some
very little
not at all

10. I like our school library

alot
some
very little
not at all

00015

11. I like eating in my classroom

alot
some
very little
not at all

12. I like eating in the lunchroom

alot
some
very little
not at all

13. I think my teacher likes me

alot
some
very little
not at all

14. I think my father likes me

alot
some
very little
not at all
father not at home

15. I think my mother likes me

alot
some
very little
not at all
mother not at home

16. I think my classmates like me

alot
some
very little
not at all

17. I think my teacher cares about me

alot
some
very little
not at all

18. I like my classmates

almost all of them
some of them
a few of them
none of them

19. I like my teacher

always
usually
sometimes
almost never

20. I think my classmates like me

almost all of them
some of them
a few of them
none of them

10/73
Webber - L. Long

WEBBER SCHOOL - PUPIL QUESTIONNAIRE

A summary of the responses on the Webber School Pupil Questionnaire from 15 classrooms (182 children) in October 1973 and from 12 of these classrooms (162 children) in May 1974 is found on the pages that follow. A summary for the entire group, the 12 classrooms tested both in October and May is followed by the responses made by children in each of the classrooms. The age group represented covers grades 2-6. The following numerical weightings were given to each response:

a lot	=	3
some	=	2
very little	=	1
not at all	=	0

In comparable studies (Asher) it was found that the position level at which children respond tends to go down beginning in mid winter and reaches its lowest level shortly before school closes for the summer. A school scoring as high in May as in October is one that has made significant gain when compared to general school populations. There were no significant changes in the Webber pupil scores, therefore, it can be assumed that gains were made throughout the year. The October composite scores were already quite high, probably being affected by the implementation of the new program six weeks prior to taking the measure. The second composite score also reflects a high positive attitude toward school.

Response to question #12 (regarding the lunchroom) was seeking a low score in that eating in the lunchroom was eliminated under the new program. Response to #11 was high supporting the change.

Responses to question #7 (math) and #8 (reading) were both low in October and in each case a higher score was achieved in May. Considering the time of year the second test was given, this gain is seen as being very significant.

Each teacher has been given an identity number so that he or she is able to review individual responses and those on the composite.

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WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Summary for 12 classrooms grade 2-6 in October, 1973 and for these same rooms in May 1974

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	146	154	5	6	0	1	0	1	2	0	2.9	2.9
2	129	136	8	6	3	2	1	6	12	11	2.9	2.6
3	56	49	58	69	15	18	23	26	0	0	2.0	1.9
4	104	99	32	45	14	14	5	10	0	0	2.5	2.4
5	120	112	17	32	9	9	7	9	0	0	2.6	2.5
6	55	65	45	54	24	20	31	23	1	0	1.8	2.0
7	37	51	50	50	26	32	43	32	0	0	1.5	1.7
8	51	56	73	79	15	17	15	9	0	1	2.0	2.1
9	110	114	19	31	10	4	12	10	0	1	2.5	2.5
10	117	114	28	39	8	6	2	3	0	0	2.7	2.6
11	97	95	28	35	16	14	12	18	2	1	2.4	2.3
12	44	42	31	34	17	22	60	58	0	6	1.4	1.4
13	68	69	56	63	14	9	13	18	1	8	2.2	2.1
14	134	133	8	12	4	5	2	4	6	8	2.9	2.6
15	143	147	5	7	2	2	1	1	3	5	2.9	2.8
16	63	40	63	86	12	22	15	12	2	2	2.1	1.9
17	74	71	46	61	18	11	14	16	2	3	2.2	2.1
18	91	96	29	38	28	20	6	6	0	2	2.3	2.4
19	73	69	32	44	31	30	15	17	3	2	2.1	2.0
20	59	61	53	62	30	29	12	9	1	1	2.0	2.1

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.3	2.3
Home (1,2,5)	2.8	2.7
School - 1 (3,4,8,18,19)	2.2	2.2
School - 2 (6,7,10)	2.0	2.1
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.1	2.2
Teacher (4,13,17,19)	2.2	2.2
Pupils Responding	n=155	n=162

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WEBBER SCHOOL
PUPIL QUESTIONNAIRE

PUPIL RESPONSES FOR TEACHER I

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	14	14	0	0	0	0	0	0	0	0	3.0	3.0
2	14	13	0	1	0	0	0	0	0	0	3.0	2.9
3	5	4	5	7	2	2	2	1	0	0	1.9	2.0
4	12	9	2	5	0	0	0	0	0	0	2.9	2.6
5	11	9	2	3	1	2	0	0	0	0	2.7	2.5
6	4	6	8	6	0	2	2	0	0	0	2.0	2.3
7	4	4	5	6	2	3	3	1	0	0	1.6	1.9
8	2	5	11	8	1	0	0	0	0	1	2.1	2.2
9	11	10	1	1	2	0	0	3	0	0	2.6	2.3
10	10	9	4	5	0	0	0	0	0	0	2.7	2.6
11	7	7	5	4	1	2	1	1	0	0	2.3	2.2
12	2	3	4	3	3	4	5	4	0	0	1.2	1.4
13	2	4	10	10	1	0	0	0	1	0	1.9	2.3
14	14	14	0	0	0	0	0	0	0	0	3.0	3.0
15	13	14	0	0	0	0	0	0	1	0	2.8	3.0
16	3	3	8	8	2	2	1	1	0	0	1.9	1.9
17	3	3	9	10	1	0	0	1	1	0	2.0	2.1
18	8	7	2	4	4	2	0	1	0	0	2.3	2.2
19	6	3	6	8	1	1	0	2	1	0	2.2	1.9
20	3	3	5	8	6	2	0	1	0	0	1.8	1.9

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.2	2.3
Home (1,2,5)	2.9	2.8
School - 1 (3,4,8,18,19)	2.3	2.2
School - 2 (6,7,10)	2.1	2.3
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.2	2.3
Teacher (4,13,17,19)	2.3	2.2
Pupils Responding	n=14	n=14

00019

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher II

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	13	14	0	0	0	0	0	0	1	0	2.8	3.0
2	12	11	0	0	0	0	0	2	2	1	2.6	2.4
3	4	3	9	8	0	1	1	2	0	0	2.1	1.9
4	10	9	4	5	0	0	0	0	0	0	2.7	2.6
5	13	7	0	6	1	1	0	0	0	0	2.9	2.4
6	5	8	5	5	3	1	1	0	0	0	2.0	2.5
7	2	4	7	6	2	3	3	1	0	0	1.6	1.9
8	3	3	10	10	1	1	0	0	0	0	2.1	2.1
9	11	9	1	4	1	1	0	1	0	0	2.6	2.5
10	6	6	8	7	0	0	0	1	0	0	2.3	2.3
11	8	7	6	5	0	1	0	1	0	0	2.6	2.3
12	1	2	7	7	2	4	4	1	0	0	1.4	1.7
13	11	7	3	6	0	0	0	1	0	0	2.8	2.4
14	11	11	1	2	0	0	0	0	2	1	2.5	2.6
15	13	13	1	0	0	0	0	0	0	1	2.9	2.8
16	6	3	7	8	0	1	1	2	0	0	2.3	1.6
17	10	5	4	8	0	0	0	1	0	0	2.7	2.2
18	13	11	0	1	1	0	0	2	0	0	2.9	2.5
19	6	7	6	4	2	1	0	2	0	0	2.3	2.1
20	9	9	4	3	0	0	1	2	0	0	2.5	2.4

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.6	2.3
Home (1,2,5)	2.8	2.6
School - 1 (3,4,8,18,19)	2.4	2.2
School - 2 (6,7,10)	2.0	2.2
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.3	2.2
Teacher (4,13,17,19)	2.6	2.
Pupils Responding	n=14	n=14

00020

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher III

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	14	15	0	0	0	0	0	0	1	0	2.8	3.0
2	12	14	0	0	0	0	0	0	3	1	2.4	2.8
3	5	5	7	4	0	1	3	5	0	0	1.9	1.6
4	11	10	4	2	0	1	0	2	0	0	2.7	2.3
5	14	13	1	1	0	1	0	0	0	0	2.9	2.8
6	9	6	3	5	2	1	1	3	0	0	2.3	1.9
7	2	7	5	2	2	2	6	4	0	0	1.2	1.8
8	7	6	8	5	0	3	0	1	0	0	2.5	2.1
9	12	10	2	5	1	0	0	0	0	0	2.7	2.7
10	13	9	1	6	0	0	1	0	0	0	2.7	2.6
11	12	10	1	3	1	1	0	1	1	0	2.6	2.5
12	2	4	5	5	0	1	8	5	0	0	1.1	1.5
13	9	5	4	4	0	3	2	3	0	0	2.3	1.7
14	13	14	0	0	0	0	0	0	2	1	2.6	2.8
15	15	15	0	0	0	0	0	0	0	0	3.0	3.0
16	9	2	4	9	0	4	0	0	2	0	2.3	1.9
17	8	7	4	4	1	1	2	3	0	0	2.2	2.0
18	9	9	5	2	0	3	1	1	0	0	2.5	2.3
19	7	5	3	4	3	3	1	4	1	0	2.0	1.6
20	9	9	6	4	0	2	0	0	0	0	2.6	2.5

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.6	2.4
Home (1,2,5)	2.7	2.9
School - 1 (3,4,8,18,19)	2.3	2.0
School - 2 (6,7,10)	2.1	2.1
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.1	2.0
Teacher (4,13,17,19)	2.3	1.[illegible]
Pupils Responding	n=15	n=[illegible]

00021

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher IV
(October only)

Question No.	A Lot +3		Some +2		Very Little +1		Not At All 0		No Response Disqualified 0		Mean	
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	10		1		0		0		0		2.9	
2	11		0		0		0		0		3.0	
3	7		2		0		2		0		2.8	
4	10		1		0		0		0		2.9	
5	10		1		0		0		0		2.9	
6	8		0		0		2		0		2.3	
7	1		7		1		1		0		1.7	
8	4		2		2		3		0		2.5	
9	9		1		2		0		0		1.6	
10	8		2		1		1		0		2.7	
11	8		2		0		1		0		2.5	
12	3		4		1		3		0		1.6	
13	8		0		1		2		0		2.3	
14	10		1		0		0		0		2.9	
15	10		1		0		0		0		2.9	
16	3		4		1		3		0		1.6	
17	7		2		1		1		0		2.4	
18	7		3		1		0		0		2.5	
19	9		2		0		0		0		2.8	
20	5		2		1		2		1		1.8	

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.0	
Home (1,2,5)	2.9	
School - 1 (3,4,8,18,19)	2.7	
School - 2 (6,7,10)	2.2	
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.5	
Teacher (4,13,17,19)	2.6	
Pupils Responding	n=11	

99622

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher V

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	12	12	2	2	0	0	0	0	0	0	2.9	2.9
2	11	12	2	1	1	0	0	1	0	0	2.7	2.7
3	3	8	5	2	3	3	3	1	0	0	1.6	2.2
4	7	11	3	3	3	0	1	0	0	0	2.1	2.8
5	11	10	1	3	0	1	2	0	0	0	2.5	2.6
6	4	6	5	5	0	0	5	3	0	0	1.6	2.0
7	2	5	8	5	3	3	1	1	0	0	1.8	2.0
8	1	8	10	6	3	0	0	0	0	0	1.9	2.6
9	12	12	1	2	0	0	1	0	0	0	2.7	2.7
10	12	12	2	2	0	0	0	0	0	0	2.9	2.7
11	11	13	3	1	0	0	0	0	0	0	2.8	2.9
12	2	0	3	3	1	2	8	9	0	0	.9	.6
13	4	11	7	2	1	0	2	0	0	1	1.9	2.6
14	11	11	1	1	2	1	0	1	0	0	2.5	2.5
15	13	11	0	2	1	1	0	0	0	0	2.9	2.7
16	5	4	7	8	2	1	0	0	0	1	2.2	2.1
17	5	11	4	2	4	0	1	0	0	1	1.9	2.7
18	8	10	4	3	2	1	0	0	0	0	2.4	2.6
19	6	7	0	4	3	2	5	0	0	1	1.5	2.2
20	4	6	8	6	1	2	1	0	0	0	2.1	2.3

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.4	2.5
Home (1,2,5)	2.7	2.7
School - 1 (3,4,8,18,19)	1.9	2.4
School - 2 (6,7,10)	2.1	2.2
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.1	2.4
Teacher (4,13,17,19)	1.9	2.6
Pupils Responding	n=14	n=14

20023

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher VI

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	10	12	0	1	0	0	0	0	0	0	3.0	2.9
2	8	8	1	2	0	0	0	0	1	3	2.6	2.2
3	6	6	3	5	0	1	1	1	0	0	2.4	2.2
4	8	7	2	3	0	3	0	0	0	0	2.8	2.3
5	7	7	1	2	1	3	1	1	0	0	2.4	2.2
6	4	8	3	2	3	0	0	3	0	0	2.1	2.2
7	3	3	1	2	4	3	2	5	0	0	1.5	1.2
8	6	7	4	4	0	2	0	0	0	0	2.6	2.4
9	9	10	1	2	0	1	0	0	0	0	2.9	2.6
10	10	11	0	1	0	1	0	0	0	0	3.0	2.8
11	9	9	0	2	1	0	0	2	0	0	2.8	2.4
12	4	3	1	1	2	1	3	3	0	5	1.6	.9
13	7	7	3	4	0	1	0	1	0	0	2.7	2.3
14	9	8	1	2	0	0	0	0	0	3	2.9	2.2
15	9	12	1	0	0	0	0	0	0	1	2.9	2.8
16	4	3	3	5	1	3	2	2	0	0	1.9	1.7
17	8	7	0	3	2	2	0	1	0	0	2.6	2.2
18	4	8	3	2	2	2	1	1	0	0	2.0	2.3
19	5	7	2	4	3	1	0	1	0	0	2.2	2.3
20	5	4	2	4	2	3	1	2	0	0	2.1	1.8

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (2,13,15,16,20)	2.5	2.2
Home (1,2,5)	2.7	2.4
School - 1 (3,4,8,18,19)	2.4	2.3
School - 2 (6,7,10)	2.2	2.1
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.4	2.2
Teacher (4,13,17,19)	2.6	2.3
Pupils Responding	n=10	n=

00021

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher VII
(October only)

Question	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	11		0		0		0		0		3.0	
2	11		0		0		0		0		3.0	
3	9		0		0		1		1		2.5	
4	10		0		0		0		0		2.7	
5	11		0		0		1		0		3.0	
6	9		0		0		0		1		2.5	
7	10		0		0		1		0		2.7	
8	9		1		0		1		0		2.6	
9	10		1		0		1		0		2.9	
10	11		0		0		0		0		3.0	
11	9		0		0		1		0		2.5	
12	8		2		0		0		0		2.8	
13	10		0		0		0		0		2.7	
14	11		0		0		1		0		3.0	
15	11		0		0		0		0		3.0	
16	10		0		0		0		0		2.7	
17	10		0		0		1		0		2.7	
18	10		0		0		1		0		2.7	
19	10		0		0		1		0		2.7	
20	9		0		0		1		0		2.5	

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.8	
Home (1,2,5)	3.0	
School - 1 (3,4,8,18,19)	2.6	
School - 2 (6,7,10)	2.7	
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.7	
Teacher (4,13,17,19)	2.7	
Pupils Responding	n=11	

00025

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher VIII

stion	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	13	12	1	1	0	1	0	0	0	0	2.9	2.8
2	11	11	1	1	0	0	0	2	2	0	2.5	2.5
3	5	1	6	7	1	2	2	4	0	0	1.9	1.4
4	9	4	1	4	2	2	2	4	0	0	2.2	1.6
5	11	10	1	3	1	0	1	1	0	0	2.6	2.6
6	6	6	2	5	3	2	2	1	1	0	1.8	2.1
7	4	4	2	3	2	3	6	4	0	0	1.3	1.5
8	4	1	7	7	1	1	2	5	0	0	1.9	1.3
9	12	11	1	1	0	0	1	1	0	0	2.7	2.5
10	13	11	1	2	0	0	0	1	0	1	2.9	2.6
11	8	6	3	0	2	3	1	5	0	0	2.3	1.5
12	5	7	1	0	1	2	7	5	0	0	1.3	1.6
13	4	3	3	4	6	2	1	5	0	0	1.7	1.4
14	10	11	3	0	1	1	0	1	0	1	2.6	2.4
15	11	12	2	0	0	1	0	1	1	0	2.6	2.6
16	5	4	5	6	0	2	4	2	0	0	1.8	1.9
17	6	3	4	3	0	3	3	5	1	0	1.9	1.3
18	3	9	3	4	5	1	3	0	0	0	1.4	2.6
19	5	3	1	3	6	4	1	4	0	1	1.6	1.4
20	3	2	1	8	6	3	4	1	0	0	1.2	1.8

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.0	2.0
Home (1,2,5)	2.7	2.6
School - 1 (3,4,8,18,19)	1.8	1.7
School - 2 (6,7,10)	2.0	2.1
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	1.9	1.8
Teacher (4,13,17,19)	1.9	1.4
Pupils Responding	n=14	n=14

00026

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher IX

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	10	12	0	0	0	0	0	0	1	0	2.7	3.0
2	7	10	2	1	2	0	0	0	0	1	2.5	2.7
3	6	3	5	8	0	1	0	0	0	0	2.5	2.2
4	10	11	0	1	1	0	0	0	0	0	2.8	2.9
5	7	9	3	2	1	0	0	1	0	0	2.5	2.6
6	5	6	4	3	2	1	0	2	0	0	2.3	2.1
7	2	5	6	4	2	2	1	1	0	0	1.8	2.1
8	6	6	5	5	0	1	0	0	0	0	2.5	2.4
9	6	8	2	2	2	2	1	0	0	0	2.2	2.5
10	8	11	2	1	1	0	0	0	0	0	2.6	2.9
11	7	10	3	2	1	0	0	0	0	0	2.5	2.8
12	4	0	2	4	2	0	1	8	0	0	1.6	.7
13	8	9	3	3	0	0	0	0	0	0	2.7	2.8
14	10	11	0	1	1	0	0	0	0	0	2.8	2.9
15	9	12	1	0	0	0	0	0	1	0	2.6	3.0
16	5	6	4	5	1	1	1	0	0	0	2.2	2.4
17	8	11	3	1	0	0	0	0	0	0	2.7	2.9
18	8	8	1	4	2	0	0	0	0	0	2.5	2.7
19	8	8	1	2	1	2	1	0	0	0	2.5	2.5
20	4	9	4	2	3	1	0	0	0	0	2.1	2.7

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.4	2.7
Home (1,2,5)	2.6	2.8
School - 1 (3,4,8,18,19)	2.2	2.5
School - 2 (6,7,10)	2.4	2.4
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.2	2.5
Teacher (4,13,17,19)	2.7	2.8
Pupils Responding	n=11	n=12

09027

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher X

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	10	11	1	2	0	0	0	0	0	0	2.9	2.9
2	9	10	0	0	0	1	0	1	2	1	2.5	3.4
3	2	3	6	9	2	1	1	0	0	0	1.8	2.2
4	5	6	5	7	1	0	0	0	0	0	2.4	2.5
5	9	9	0	3	1	1	1	0	0	0	2.5	2.5
6	4	3	4	4	2	4	1	2	0	0	2.0	1.6
7	3	4	2	4	2	4	4	1	0	0	1.5	1.9
8	3	2	5	10	2	1	1	0	0	0	1.9	2.1
9	9	7	1	5	0	1	1	0	0	0	2.6	2.5
10	9	8	2	4	0	1	0	0	0	0	2.8	2.5
11	5	5	2	2	2	2	2	3	0	1	1.9	1.6
12	4	5	1	2	1	3	5	2	0	1	1.4	1.7
13	4	3	5	7	0	0	2	1	0	2	2.0	1.8
14	10	9	0	1	0	1	0	0	1	2	2.7	2.3
15	10	10	0	2	0	0	1	0	0	1	2.7	2.6
16	5	5	3	5	2	2	1	0	0	1	2.1	2.1
17	4	4	4	7	2	0	1	0	0	2	2.0	2.0
18	6	8	3	3	2	1	0	0	0	1	2.4	2.4
19	4	4	3	5	4	3	0	0	0	1	2.0	1.9
20	4	4	4	5	3	3	0	0	0	1	2.1	1.9

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.3	2.2
Home (1,2,5)	2.6	2.9
School - 1 (3,4,8,18,19)	2.1	2.2
School - 2 (6,7,10)	2.1	2.0
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.1	2.1
Teacher (4,13,17,19)	2.1	2.1
Pupils Responding	n=11	n=13

00028

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response For Teacher XI
(October only)

Question No.	A Lot +3		Some +2		Very Little +1		Not At All 0		No Response Disqualified 0		Mean	
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	6		0		0		0		0		3.0	
2	5		0		0		0		1		2.5	
3	5		1		0		0		0		2.8	
4	6		0		0		0		0		3.0	
5	5		1		0		0		0		2.8	
6	4		2		0		0		0		2.7	
7	4		1		0		0		0		2.5	
8	4		2		1		0		0		2.7	
9	5		1		0		0		0		2.8	
10	5		1		0		0		0		2.8	
11	6		0		0		0		0		3.0	
12	0		2		1		3		0		.8	
13	5		1		0		0		0		2.8	
14	4		0		0		1		1		2.0	
15	6		0		0		0		0		3.0	
16	4		2		0		0		0		2.7	
17	5		1		0		0		0		2.8	
18	2		4		0		0		0		2.3	
19	5		1		0		0		0		2.8	
20	3		3		0		0		0		2.5	

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.8	
Home (1,2,5)	2.8	
School - 1 (3,4,8,18,19)	2.7	
School - 2 (6,7,10)	2.7	
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	11.6	
Teacher (4,13,17,19)	2.9	
Pupils Responding	n=6	

00029

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher XII

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	13	14	0	0	0	0	0	0	0	0	3.0	3.0
2	10	13	1	0	0	0	0	1	2	0	2.4	2.8
3	8	4	1	2	2	3	2	5	0	0	2.2	1.4
4	9	7	3	4	0	0	1	3	0	0	2.5	2.1
5	10	11	2	2	0	0	1	1	0	0	2.6	2.6
6	7	3	1	3	2	3	3	5	0	0	1.9	1.3
7	4	3	3	5	3	1	3	5	0	0	1.6	1.4
8	8	4	2	5	2	3	1	2	0	0	2.3	1.8
9	8	12	1	0	1	0	3	2	0	0	2.1	2.6
10	12	10	0	2	1	1	0	1	0	0	2.8	2.5
11	8	10	0	1	3	1	2	2	0	0	2.1	2.4
12	4	3	2	2	1	3	6	5	0	0	1.3	1.2
13	6	5	2	3	1	2	4	4	0	0	1.8	1.6
14	11	12	1	1	0	0	0	1	1	0	2.7	2.7
15	13	13	0	0	0	0	0	0	0	1	3.0	2.8
16	5	2	5	8	0	2	3	2	0	0	1.9	1.7
17	5	2	3	8	2	1	3	3	0	0	1.8	1.6
18	6	7	3	5	3	1	1	1	0	0	2.1	2.3
19	8	5	1	1	2	5	2	3	0	0	2.2	1.6
20	4	3	3	8	3	3	3	1	0	0	1.6	1.9

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.1	2.1
Home (1,2,5)	2.7	2.8
School - 1 (3,4,8,18,19)	2.3	1.8
School - 2 (6,7,10)	2.1	1.7
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.2	1.9
Teacher (4,13,17,19)	2.2	1.8
Pupils Responding	n=13	n=14

00039

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher XIII

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	13	12	0	0	0	0	0	1	0	0	3.0	2.8
2	13	11	0	0	0	1	0	0	0	1	3.0	2.6
3	6	4	5	7	1	2	1	0	0	0	2.2	2.2
4	10	10	2	3	1	0	0	0	0	0	2.7	2.8
5	6	9	5	1	2	0	0	3	0	0	2.3	2.2
6	4	4	6	7	1	1	2	1	0	0	1.9	2.1
7	3	4	4	6	1	3	5	0	0	0	1.4	2.1
8	5	4	7	7	0	2	1	0	0	0	2.2	2.2
9	7	8	4	4	2	0	0	1	0	0	2.4	2.5
10	8	10	3	1	1	2	1	0	0	0	2.4	2.6
11	9	6	2	5	2	1	0	1	0	0	2.5	2.2
12	2	4	3	3	3	2	5	4	0	0	1.2	1.5
13	3	3	9	10	1	0	0	0	0	0	2.2	2.2
14	12	11	1	2	0	0	0	0	0	0	2.9	2.9
15	13	12	0	0	0	0	0	0	0	1	3.0	2.8
16	4	2	6	9	3	2	0	0	0	0	2.1	2.0
17	5	5	4	7	3	1	1	0	0	0	2.0	2.3
18	8	7	3	3	2	3	0	0	0	0	2.4	2.3
19	9	6	3	4	1	3	0	0	0	0	2.6	2.2
20	4	3	7	5	2	5	0	0	0	0	2.2	1.9

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.4	2.3
Home (1,2,5)	2.8	2.5
School - 1 (3,4,8,18,19)	2.4	2.3
School - 2 (6,7,10)	1.9	2.3
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.3	2.3
Teacher (4,13,17,19)	2.4	2.4
Pupils Responding	n=13	n=12

00031

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher XIV

Question	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	10	12	0	0	0	0	0	0	0	0	3.0	3.0
2	9	10	0	0	0	1	1	0	0	1	2.7	2.6
3	4	6	1	2	1	0	4	4	0	0	1.5	1.8
4	8	10	2	1	0	1	0	0	0	0	2.8	2.8
5	8	8	1	3	0	1	1	0	0	0	2.6	2.6
6	1	6	0	2	1	1	8	3	0	0	.4	1.9
7	4	4	1	1	1	2	4	5	0	0	1.5	1.3
8	5	8	3	1	1	3	1	0	0	0	2.2	2.4
9	6	8	1	0	1	1	2	3	0	0	2.1	2.1
10	10	9	0	2	0	1	0	0	0	0	3.0	2.7
11	9	10	0	2	0	0	1	0	0	0	2.7	2.8
12	4	1	0	1	0	0	6	10	0	0	1.2	.4
13	8	10	1	2	0	0	1	0	0	0	2.6	2.8
14	9	9	0	1	0	1	1	1	0	0	2.7	2.5
15	10	12	0	0	0	0	0	0	0	0	3.0	3.0
16	6	1	3	6	0	2	1	3	0	0	2.4	1.4
17	8	10	1	2	1	0	0	0	0	0	2.6	2.8
18	8	6	0	2	2	3	0	0	0	1	2.6	2.1
19	7	10	1	2	2	0	0	0	0	0	2.5	2.8
20	4	5	3	1	1	4	2	2	0	0	1.9	1.8

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.4	2.2
Home (1,2,5)	2.8	2.7
School - 1 (3,4,8,18,19)	2.3	2.4
School - 2 (6,7,10)	1.6	2.0
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	2.1	2.3
Teacher (4,13,17,19)	2.6	2.8
Pupils Responding	n=10	n=12

00032

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Responses for Teacher XV

Question No.	A Lot +3		Some +2		Very Little +1		Not At All 0		No Response Disqualified 0		Mean	
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	14	14	1	0	0	0	0	0	0	0	2.9	3.0
2	13	13	1	0	0	0	1	1	0	0	2.7	2.8
3	2	2	5	8	4	1	4	3	0	0	1.3	1.6
4	5	5	4	7	6	1	0	1	0	0	1.9	2.1
5	13	10	0	3	1	0	1	1	0	0	2.7	2.6
6	2	3	4	7	4	4	5	0	0	0	1.5	1.9
7	4	4	6	3	0	3	5	4	0	0	1.6	1.5
8	2	2	4	11	3	0	6	1	0	0	1.1	2.0
9	12	9	3	5	0	0	0	0	0	0	2.8	2.6
10	5	8	6	6	3	0	1	0	0	0	2.0	2.6
11	4	2	3	8	3	2	5	2	0	0	1.4	1.7
12	10	10	2	3	1	0	2	1	0	0	2.3	2.6
13	2	2	6	8	6	1	1	3	0	0	1.6	1.6
14	14	12	0	1	0	1	1	0	0	0	2.8	2.8
15	14	11	0	3	1	0	0	0	0	0	2.9	2.8
16	6	5	8	9	1	0	0	0	0	0	2.3	2.4
17	4	3	6	6	2	3	3	2	0	0	1.7	1.7
18	10	6	2	5	3	3	0	0	0	0	2.5	2.2
19	2	4	5	4	3	5	5	1	0	0	1.3	1.8
20	6	4	6	8	3	2	0	0	0	0	2.2	2.1

GENERAL AREA	OCTOBER 1973	MAY 1974
Self (9,13,15,16,20)	2.2	2.3
Home (1,2,5)	2.8	2.8
School - 1 (3,4,8,18,19)	1.6	1.9
School - 2 (6,7,10)	1.7	2.0
School - 1 + 2 (3,4,6,7,8,10,11,18,19)	1.6	1.9
Teacher (4,13,17,19)	1.6	1.8
Pupils Responding	n=15	n=14

00033

STUDENT QUESTIONNAIRE, UPPER ELEMENTARY FORM

Here is a list of some statements that describe life in the classroom. Circle the letter in front of the statement that best tells how you feel about this class. There are no right or wrong answers.

1. Life in this class with your regular teacher has

   a. all good things
   b. mostly good things
   c. more good things than bad
   d. about as many good things as bad
   e. more bad things than good
   f. mostly bad things

2. How hard are you working these days on learning what is being taught in school?

   a. very hard
   b. quite hard
   c. not very hard
   d. not hard at all

3. When I'm in this class, I

   a. usually feel wide awake and very interested
   b. am pretty interested, kind of bored part of the time
   c. am not very interested, bored quite a lot of the time
   d. don't like it, feel bored and not with it

4. How hard are you working on schoolwork compared with the others in the class?

   a. harder than most
   b. a little harder than most
   c. about the same as most
   d. a little less than most
   e. quite a bit less than most

5. How many of the pupils in this class do what the teacher suggests?

   a. most of them do
   b. more than half do
   c. less than half do
   d. hardly anybody does

6. If we help each other with our work in this class, the teacher

   a. likes it a lot
   b. likes it some
   c. likes it a little
   d. doesn't like it at all

7. How good is your schoolwork compared with the work of others in the class?

   a. much better than most
   b. a little better than most
   c. about the same as most
   d. not quite as good as most
   e. much worse than most

8. How often do the pupils in this class help one another with their schoolwork?

   a. most of the time
   b. sometimes
   c. hardly ever
   d. never

9. How often do the pupils in this class act friendly toward one another?

   a. always
   b. most of the time
   c. sometimes
   d. hardly ever

00035

STUDENT QUESTIONNAIRE - UPPER ELEMENTARY
OCTOBER 1973

A summary of the responses of children from 12 classrooms on the (?) questions on the Student Questionnaires

BEST COPY AVAILABLE

QUESTIONS	TOTAL NUMBER OF RESPONSES	PERCENT OF TOTAL	RESPONSES BY CLASSROOMS											
			RM.#1 n=14	RM.#2 n=14	RM.#3 n=10	RM.#4 n=15	RM.#5 n=14	RM. #6 n=15	RM.#7 n=13	RM.#8 n=9	RM.#9 n=13	RM.#10 n=11	RM.#11 n=15	RM. n=1
1. Life in this class with your regular teacher has been														
a. all good things	44	29%	3	2	3	5	2	2	3	6	6	3	3	6
b. mostly good things	34	22%	3	2	3	5	1	1	3	0	4	4	6	2
c. more good things than bad	26	17%	6	2	2	2	5	1	2	1	0	0	3	2
d. about as many good things as bad	25	16%	1	7	2	3	1	4	2	0	2	1	2	0
e. more bad things than good	10	06%	1	1	0	0	3	3	0	0	0	2	0	0
f. mostly bad things	15	10%	0	0	0	0	3	4	3	2	1	1	1	0
2. How hard are you working these days on learning what is being taught in school?														
a. very hard	56	36%	3	4	3	7	8	3	6	7	3	5	4	3
b. quite hard	56	36%	10	7	4	4	2	6	3	1	3	5	8	3
c. not very hard	30	19%	1	3	2	3	2	5	1	2	4	1	3	3
d. not hard at all	12	08%	0	0	1	1	2	1	3	0	3	0	0	1
3. When I'm in this class, I														
a. usually feel wide awake and very interested	60	39%	2	3	4	5	5	3	3	6	3	4	5	7
b. am pretty interested, kind of bored part of the time	61	39%	1	7	4	8	5	8	6	1	7	5	7	2
c. am not very interested, bored quite a lot of the time	16	10%	2	4	1	0	2	1	0	1	1	2	2	0
d. don't like it, feel bored and not with it	18	12%	0	0	1	2	2	3	4	2	2	0	1	1

STUDENT QUESTIONNAIRE - UPPER ELEMENTARY
OCTOBER 1973

A summary of the responses of children from 12 classrooms on the (9) questions on the Student Questionnaires

QUESTIONS	TOTAL NUMBER OF RESPONSES	PERCENT OF TOTAL	RESPONSES BY CLASSROOMS											
			RM.#1 n=14	RM.#2 n=14	RM.#3 n=10	RM.#4 n=15	RM.#5 n=14	RM. #6 n=15	RM.#7 n=13	RM.#8 n=9	RM.#9 n=13	RM.#10 n=11	RM.#11 n=15	RM.#12 n=10
4. How hard are you working on schoolwork compared with the others in the class?														
a. harder than most	27	18%	1	0	3	3	5	1	4	5	1	2	0	2
b. a little harder than most	34	22%	6	3	1	9	3	2	1	1	3	0	3	2
c. about the same as most	67	44%	5	9	6	2	4	10	4	2	5	7	9	4
d. a little less than most	16	10%	2	2	0	1	1	1	1	0	4	2	2	0
e. quite a bit less than most	9	06%	0	0	0	0	1	1	3	1	0	0	1	2
5. How many of the pupils in this class do what the teacher suggests?														
a. most of them do	66	43%	9	4	6	3	6	4	8	5	5	7	4	5
b. more than half do	30	19%	4	4	1	3	3	2	1	1	3	2	4	2
c. less than half do	29	19%	0	2	1	1	4	7	2	0	4	2	6	0
d. hardly anybody does	29	19%	1	4	2	8	1	2	2	5	1	0	0	3
6. If we help each other with our work in this class, the teacher														
a. likes it a lot	64	42%	2	5	0	15	9	3	4	6	6	5	4	5
b. likes it some	32	21%	7	2	3	0	1	1	2	0	3	6	4	3
c. likes it a little	23	15%	4	2	2	0	2	3	0	1	2	0	5	2
d. doesn't like it at all	35	23%	1	5	5	0	2	8	7	3	2	0	2	0

00837

OCTOBER 1972

A summary of the responses of children from 12 classrooms on the [illegible] questions on the Student Questionnaires

QUESTIONS	TOTAL NUMBER OF RESPONSES	PERCENT OF TOTAL	RESPONSES BY CLASSROOMS											
			RM.#1 n=14	RM.#2 n=14	RM.#3 n=10	RM.#4 n=15	RM.#5 n=14	RM.#6 n=15	RM.#7 n=13	RM.#8 n=9	RM.#9 n=13	RM.#10 n=11	RM.#11 n=15	RM.#12 n=10
7. How good is your schoolwork compared with the work of others in the class?														
a. much better than most	35	23%	1	1	2	3	2	3	5	8	1	3	2	4
b. a little better than most	36	24%	5	3	5	2	2	5	1	1	3	1	6	2
c. about the same as most	54	35%	6	6	3	6	7	3	5	0	6	4	6	2
d. not quite as good as most	21	14%	1	3	0	3	2	3	1	0	3	2	1	2
e. much worse than most	7	05%	1	1	0	1	1	0	1	1	1	0	0	0
8. How often do the pupils in this class help one another with their schoolwork?														
a. most of the time	38	25%	4	1	1	6	3	5	3	4	3	4	2	2
b. sometimes	66	43%	8	8	5	4	7	6	4	1	7	3	11	2
c. hardly ever	36	24%	2	5	3	3	3	3	3	2	1	4	2	5
d. never	13	08%	0	0	1	2	1	1	3	3	1	0	0	1
9. How often do the pupils in this class act friendly toward one another?														
a. always	23	15%	0	1	1	2	1	2	1	4	4	2	3	2
b. most of the time	55	36%	11	6	3	5	4	7	6	1	5	4	2	1
c. sometimes	51	33%	2	7	6	5	2	4	5	4	4	4	7	1
d. hardly ever	25	16%	1	0	0	3	7	2	1	1	0	1	3	6

STUDENT QUESTIONNAIRE, LOWER ELEMENTARY FORM

Instructions

Each pupil should have a copy of the Answer Sheet, Student Questionnaire, Lower Elementary Form on the desk or table with a pencil or crayon to use to mark an X on the appropriate face for each question you ask. Explain to the pupils that you want them to tell you how they feel about their classooom, their teacher, their schoolwork, and their classmates.

Discuss the three faces: the first one is a very happy face; the second one is happy but less happy than the first; the last one is very sad.

Then tell the pupils that when you read question one, they are to mark an X on the face which is the most like the way they usually feel.

Example: Put three faces which are similar to those on the Answer Sheet on the board. Then ask the pupils a question, such as, "Which picture shows the way you feel about the weather today?" If the pupils feel very happy about the weather, put an X on the first face. If they feel somewhat happy about the weather, put an X on the second face, etc.

The first question is:

1. Which picture shows the way you feel about this classroom?

(Make sure the pupils make an X on one of the faces beside #1 on the answer sheet.)

Repeat the instructions for each of the other questions:

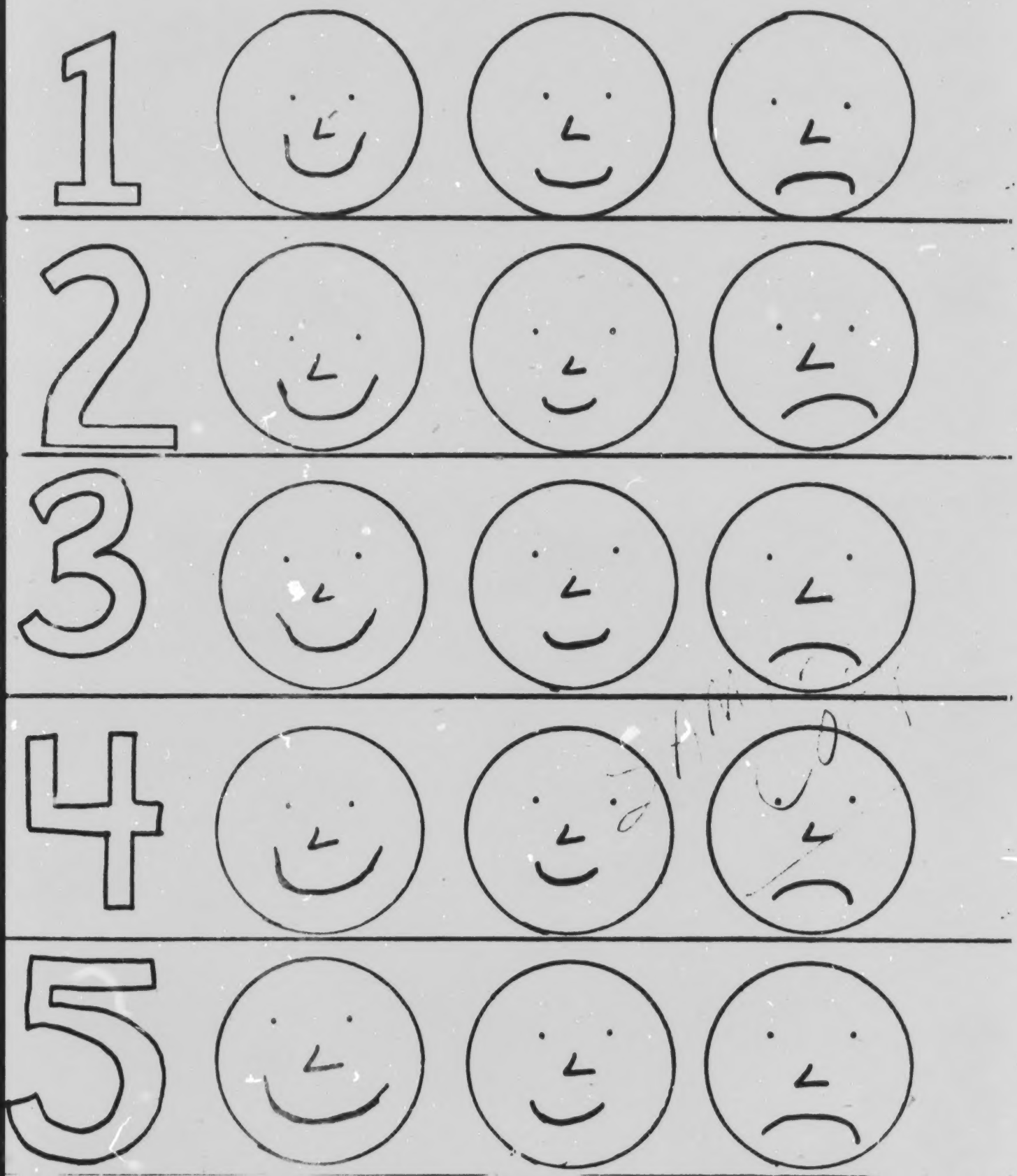
2. Which picture shows the way you feel about the work you do in school?

3. Which picture shows the way you feel about your classmates?

4. Which picture shows the way you feel about your teacher?

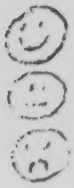
5. Which picture is most like you most of the time?

00039

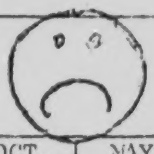


00040

STUDENT QUESTIONNAIRE - LOWER ELEMENTARY
OCTOBER, 1973 & May, 1974



Questions Asked:
1. Which pictures shows the way you feel about this classroom?
(Make sure the pupils make an X on one of the faces beside #1 on the answer sheet) Repeat the instructions for each of the other questions:
2. Which picture shows the way you feel about the work you do in school?
3. Which picture shows the way you feel about your classmates?
4. Which picture shows the way you feel about your teacher?
5. Which picture is most like you most of the time?

TEACHER CODE	QUESTION #	PERCENT OF RESPONSE						TOTAL STUDENTS		AVERAGE SCORE	
											
		OCT.	MAY	OCT.	MAY	OCT.	MAY	OCT.	MAY	OCT.	MAY
A	1	64	71	36	29	0	0	11	14	.64	.71
	2	55	29	36	50	9	21	11	14	.45	.07
	3	64	71	36	29	0	0	11	14	.64	.71
	4	100	86	0	14	0	0	11	14	1.00	.86
	5	50	43	50	43	0	14	10	14	.50	.29
B	1	90	100	10	0	0	0	10	12	.90	1.00
	2	30	67	50	0	20	33	10	12	.10	.33
	3	50	67	30	25	20	8	10	12	.30	.58
	4	100	100	0	0	0	0	10	12	100	1.00
	5	70	83	10	17	20	0	10	12	.50	.83
C	1	82	73	0	27	18	0	11	11	.64	.73
	2	73	82	0	18	27	0	11	11	.45	.82
	3	64	64	9	36	27	0	11	11	.36	.64
	4	73	100	0	0	27	0	11	11	.45	1.00
	5	73	55	0	45	27	0	11	11	.45	.55
D	1	25	100	50	0	25	0	8	12	00	1.00
	2	50	42	38	50	12	8	8	12	.38	.33
	3	43	83	43	17	14	0	7	12	.29	.58
	4	75	92	25	8	0	0	8	12	.75	.92
	5	100	58	0	42	0	0	8	12	1.00	.58
E	1	70	100	10	0	20	0	10	12	.50	1.00
	2	30	83	40	17	30	0	10	12	00	.83
	3	60	67	10	25	30	8	10	12	.30	.67
	4	90	100	10	0	0	0	10	12	.90	1.00
	5	40	66	20	17	40	17	10	12	00	.67
F	1	63	67	12	33	25	0	8	12	.38	.67
	2	25	50	12	33	63	17	8	12	-.38	.33
	3	50	83	38	17	12	0	8	12	.38	.83
	4	100	92	0	8	0	0	8	12	1.00	.92
	5	63	58	25	17	12	25	8	12	50	.33
TOTAL PRIMARY	1	67	85	19	11	14	0	58	73	.53	.85
	2	45	58	29	2	26	14	58	73	.19	.4
	3	56	73	26	25	18	2	57	73	.39	.7
	4	90	95	5	5	5	0	58	73	.90	.95
	5	65	60	18	30	18	10	57	73	.65	.51

00011

STUDENT QUESTIONNAIRE - LOWER ELEMENTARY

The range of scores on the Student Questionnaire - Lower Elementary administered to six primary classrooms in October 1973 and May 1974 is +1.00 to -1.00. It is interesting to note that in several primary classrooms perfect scores of 1.00 were obtained. In three of the six classrooms 1.00 scores were achieved on question #1 indicating how children felt about their classroom.

Significant gains were made in the composite scores for all questions except #5. The composite score of .95 on question #4 regarding feelings toward teacher is extremely high and indicates a very positive relationship between the children and their teachers.

99812

AREA 2

PARENT FEELING'S TOWARD THE SCHOOL

This section consists of pages 41-64 and contains the following items:

ITEM	PAGE (s)
Parent Form of the Interview Guide.....	42-50
Teacher Form of the Interview Guide.....	51-58
Summary and Analysis of the Data Gathered From Parents and From Teachers About Parents.....	59-64-D

00043

PARENTS FORM

Code No. _____

1. Note sex of respondent.

   (2) Male _____
   (1) Female _____

2. Note or, if unsure of, ask respondents racial background

   (4) White/Caucasian
   (3) Black/Negro/Afro-American
   (2) Oriental
   (1) Mexican American/Puerto Rican
   (0) Other_____

3. How many children are there in your home? _____

4. How many of these children attend Webber school? _____

5. How many adults are there in your home (specify)? _____

6. Are you employed outside the home? _____

7. Is your husband/wife employed outside the home? Yes (2) No (1)

8. What are the number of hours per week the mother is employed outside the home? _____ hours

9. What are the number of hours per week the father is employed outside the home? _____ hours

10. Are there regular periods during the day when your child (children) are without adult supervision in the home? Yes _____ (2) No _____ (1)

11. If yes, when? _____

12. When did your children first begin attending Webber? _____year

13. On most days, how does your child get to school?

Walks	Auto	Bus	Bicycle	Other
4	3	2	1	0

14. Does your child generally come home for lunch on school days?

    1 Yes _____ 2 No _____ If no, can you tell me where in the school he/she eats lunch? _____

00041

15. Is your child in a racially mixed classroom?

Yes	2
No	1
Don't Know	0

16. How well does your child like this?

Very well	4
Fairly well	3
Not too well	2
Not at all well	1
Don't know	0

17. How well do you like this?

Very well	4
Fairly well	3
Not too well	2
Not well at all	1
Don't know	0

How adequate do you feel your information is regarding:

18. Webber's general school program _____
19. Your child's daily school activities _____

	18	19
Very adequate	4	4
Adequate	3	3
Less than adequate	2	2
No information	1	1
No opinion	0	0

How much information do you get from each of the following regarding Webber's general school program?

		A Lot 3	Some 2	A Little 1	None 0
20.	Newspapers	3	2	1	0
21.	Neighbors and friends	3	2	1	0
22.	Talking with children	3	2	1	0
23.	School newsletter	3	2	1	0
24.	Meetings at school	3	2	1	0
25.	School staff	3	2	1	0
26.	Radio	3	2	1	0
27.	TV	3	2	1	0

00045

The following are some goals of education. Please tell me if you think each is very important, somewhat important, not very important, not at all important or don't know.

	Very Important	Somewhat Important	Not Very Important	Not at all Important	Don't Know
28. The educational system should help students master the basic skills of reading, communication, computation, and problem solving. Is this goal	4	3	2	1	0
29. The education system should encourage a positive attitude toward learning. Is this goal	4	3	2	1	0
30. School staff should give students a feeling of adequacy and self-worth	4	3	2	1	0
31. School staff should identify and help children with emotional or health problems	4	3	2	1	0
32. School staff should provide students with opportunities to express and develop their creativity and special talents	4	3	2	1	0
33. School staff should provide experiences which help student adapt to a changing world	4	3	2	1	0
34. School staff should help students appreciate and accept different kinds of people and cultures	4	3	2	1	0
35. The educational system should provide equal educational opportunities for everyone regardless of race	4	3	2	1	0
36. The educational system should provide equal opportunities for everyone regardless of sex	4	3	2	1	0
37. The educational system should provide every student with opportunities in training for future work	4	3	2	1	0
38. The educational system should provide students with experiences which will encourage them to be good citizens	4	3	2	1	0

00046

The following are some goals of education. Please tell me how well Webber School succeeds in accomplishing each of these educational goals.

	Very Well	Well	Fairly	Poorly	Don't Know
39. The educational system should help students master the basic skills of reading, communication, computation and problem solving. Is this goal accomplished	4	3	2	1	0
40. The education system should encourage a positive attitude toward learning. Is this goal accomplished	4	3	2	1	0
41. School staff should give students a feeling of adequacy and self-worth. Is this goal accomplished	4	3	2	1	0
42. School staff should identify and help children with emotional or health problems. Is this goal accomplished	4	3	2	1	0
43. School staff should provide students with opportunities to express and develop their creativity and special talents. Is this accomplished	4	3	2	1	0
44. School staff should provide experiences which help students adapt to a changing world. Is this accomplished	4	3	2	1	0
45. School personnel should help students to appreciate and accept different kinds of people and cultures. Is this accomplished	4	3	2	1	0
46. The educational system should provide equal educational opportunities for everyone regardless of race. Is this accomplished	4	3	2	1	0
47. The educational system should provide opportunities for everyone regardless of sex. Is this accomplished	4	3	2	1	0
48. The educational system should provide every student with opportunities in training for future work. Is this accomplished	4	3	2	1	0
49. The educational system should provide students with experiences which will encourage them to be good citizens. Is this accomplished	4	3	2	1	0

00047

50. Should Webber offer any afterschool activities? Yes (2) No (1) No Opinion (0)

Should I Parents II Teacher III Students be involved in planning and setting goals in

a. basic subject areas
b. afterschool activities for students

Yes 2
No 1
Don't Know 0

	Basic Subjects	Afterschool
Parents	51	54
Teachers	52	55
Students	53	56

(Only ask questions 54-56 if answer is Yes to No. 50)

How involved should I parents II teachers III students be in planning and setting educational goals for Webber School? Should they be:

4 Very involved
3 Somewhat involved
2 Not very involved
1 Not at all involved
0 Don't know

I	II	III
57	58	59

Should Webber I parents II teachers III students be involved in making decisions about

a. what's to be taught
b. who's to be hired
c. school financial matters
d. afterschool activities for students

Yes 2
No 1
Don't Know 0

	What's To Be Taught	Who's Hired	Finances	Afterschool
Parents	60	63	66	69
Teachers	61	64	67	70
Students	62	65	68	71

72. How would you rate Webber School in regard to educating your child? Would you say the Webber School staff are doing:

An excellent job 4
A good job 3
A fair job 2
A poor job 1
(Don't know) 0

73. With regard to disciplining your children at school, the Webber School staff are doing

An excellent job 4
A good job 3
A fair job 2
A poor job 1
(Don't know) 0

00048

In Webber School how would you rate the following facilities

		Excellent	Good	Fair	Poor	Don't Know
74.	Classrooms, are the	4	3	2	1	0
75.	Special equipment (projectors, etc.)	4	3	2	1	0
76.	Libraries	4	3	2	1	0
77.	Physical education	4	3	2	1	0

78. How well is Webber teaching what your child needs?

Very Well	Well	Fairly	Poorly	Don't Know
4	3	2	1	0

79. How much do you feel that your child is learning this year as compared to last year?

Much more than last year	Some More	A little less than last year	Much less than last year	No opinion
4	3	2	1	0

80. How well do you like the beginning and closing times at Webber School (8:15 a.m. - 2:00 p.m.)

Very Much	Somewhat	Very Little	Not At All	No Opinion
4	3	2	1	0

(If answer is 1 or 2, please explain)

81. Do you generally have to push your child to attend school?

Always	Sometimes	Seldom	Not At All	No Opinion
4	3	2	1	0

82. How well does your child seem to like school this year as compared with last year?

Much more than last year	Some More	A little less than last year	Much less than last year	No opinion
4	3	2	1	0

83. When your child returns from a day at Webber School, he or she usually describes the school day:

a. enthusiastically
b. routinely
c. with a sense of dislike
d. does not talk about school at all

84. If your child talks to his or her teacher about family matters, sometimes sensitive subjects may be discussed. To what degree do you approve of such open discussions.

Strongly Approve	Approve	Disapprove	Strongly Disapprove	No Opinion
4	3	2	1	0

00049

For each of the following statements tell me if you strongly agree, agree, disagree, strongly disagree or don't know.

		SA	A	D	SD	DK
85.	Teachers pay enough attention to students as individuals	4	3	2	1	0
86.	In general, teachers expect the same thing, educationally, from all children regardless of race	4	3	2	1	0
87.	In general, teachers expect the same thing, educationally, from all children regardless of sex	4	3	2	1	0
88.	In general, teachers expect the same thing, educationally from all children regardless of parents' income or occupation	4	3	2	1	0
89.	"Students should be allowed to decide what activities and areas of study they will participate in during their school day"	4	3	2	1	0
90.	"School programs should be designed to reward students for making progress no matter how slow that progress is"	4	3	2	1	0
91.	The supervision provided on the playground is adequate	4	3	2	1	0
92.	Students in Webber school have a respect for school facilities and equipment and help to maintain them	4	3	2	1	0
93.	Rules to control student behavior should be applied uniformly to all students under all situations	4	3	2	1	0
94.	"The more noise in a school the less effective are the disciplinary procedures"	4	3	2	1	0
95.	"During school hours the primary responsibility for controlling the child's behavior rests on the school personnel"	4	3	2	1	0
96.	"Parents should be informed whenever their child engages in any serious or persistent behavior"	4	3	2	1	0
97.	"Children generally learn fighting behavior at home"	4	3	2	1	0
98.	"Fighting is a useful way for children to settle their differences"	4	3	2	1	0

00050

Questions of how and when to discipline students in school and at home are constantly being asked by both parents and teachers.

I am going to read some common methods used in disciplining children. Please react to each as to whether you strongly agree, agree, disagree, strongly disagree, or don't know if it is a method which: (4) (3) (2) (1) (0)

a. you would use at home
b. ought to be used at school

	a. Home	b. School
taking away privileges	99	108
isolation (sending to room)	100	109
physical punishment (spanking)	101	110
talking out a solution	102	111
physical restraint (holding back)	103	112
withholding of love	104	113
send to someone else for discipline	105	114
shouting	106	115
ridicule (making fun of)	107	116

I am now going to read a list of behaviors. Please react to each as to whether it should or should not be disciplined or don't know.

		Y	N	DK
117.	throwing things	2	1	0
118.	cheating/lying	2	1	0
119.	talking out of turn	2	1	0
120.	not following directions	2	1	0
121.	fighting	2	1	0
122.	not doing assigned tasks	2	1	0
123.	not sharing	2	1	0
124.	talking back	2	1	0
125.	teasing	2	1	0
126.	swearing (using profanity)	2	1	0

127. How true would you say the following statement is when applied to Webber School students: "Being good and getting good grades generally leads to other children disliking you." Would you say that statement is:

frequently true	occasionally true	seldom true	never true	no opinion
4	3	2	1	0

128. How true would you say the following statement is when applied to Webber School students: "Children in school frequently encourage other children to misbehave." Would you say that statement is:

always true	sometimes true	seldom true	never true
4	3	2	1

129. How true would you say the following statement is when applied to Webber School: "Teachers take it out on children whose aprents are critical of the school."

always true	sometimes true	seldom true	never true
4	3	2	1

00051

130. Do you think you have sufficient information about what Webber School is like? Yes_____ (2) No_____ (1)

131. Do you think you have sufficient information about what Webber School personnel are trying to accomplish? Yes_____ (2) No_____ (1)

132. Do you think you have sufficient information, in general, about how Webber School personnel go about accomplishing their goals? Yes_____ (2) No_____ (1)

Retrieve From Record Information

1. What is the main occupation of the head of the household, that is, what kind of work does he or she do?

   Job Title_____

   Business or Industry_____

2. What is the highest level of formal education obtained by anyone living in this household?

Grammar school or less	1
Some high school	2
High school graduate	3
Some college	4
Bachelor's degree	5
Some graduate work	6
Master's degree	7
Doctor's degree	8

00052

TEACHER FORM

SAMPLE COPY

1. Note sex of respondent

   (2) Male
   (1) Female

2. Note, or if unsure of, ask respondents racial background

   (4) White/Caucasian
   (3) Black/Negro/Afro-American
   (2) Oriental
   (1) Mexican American/Puerto Rican
   (0) Other

3. How many years have you taught in Webber School?

4. What grade do you teach?

15. Do you teach in a racially mixed classroom?

   Yes 2
   No 1

16. How well do children in your classroom like this?

Very well	4
Fairly well	3
Not too well or	2
Not at all well	1
Don't know	0

17. How well do you like this?

Very well	4
Fairly well	3
Not too well	2
Not well at all	1
Don't know	0

How adequate do you feel parent information is regarding:

18. Webbers general school program
19. Their child's daily school activities

	18	19
Very adequate	4	4
Adequate	3	3
Less than adequate	2	2
Deficient	1	1
Don't know	0	0

00053

The following are some goals of education. Please tell me if you think each is very important, somewhat important, not very important, not at all important, and don't know.

	very important	somewhat important	not very important	not at all important	don't know
28. The educational system should help students master the basic skills or reading, communication, computation, and problem solving. Is this goal	4	3	2	0	1
29. The educatioanl system should encourage a positive attitude toward learning	4	3	2	1	0
30. School staff should give students a feeling of adequacy and self worth	4	3	2	1	0
31. School staff should identify and help children with emotional or health problems	4	3	2	1	0
32. School staff should provide students with opportunities to express and develop their creativity and special talents	4	3	2	1	0
33. School staff should provide experiences which help students adapt to a changing world	4	3	2	1	0
34. School staff should help students appreciate and accept different kinds of people and cultures	4	3	2	1	0
35. The educational system should provide equal educational opportunities for everyone regardless of race	4	3	2	1	0
36. The educational system should provide equal opportunities for everyone regardless of sex	4	3	2	1	0
37. The educational system should provide every students with opportunities in training for future work	4	3	2	1	0
38. The educational system should provide students with experiences which will encourage them to be good citizens	4	3	2	1	

00051

The following are some goals of education. Please tell me how well Webber School succeeds in accomplishing each of these educational goals.

	Very Well 4	Well 3	Fairly 2	Poorly 1	Don't Know 0
39. The educational system should help students master the basic skills of reading, communication, computation problem solving. Is this goal accomplished...	4	3	2	1	0
40. The education system should encourage a positive attitude toward learning. Is this goal accomplished...	4	3	2	1	0
41. School staff should give students a feeling of adequacy and self worth. Is this goal accomplished...	4	3	2	1	0
42. School staff should identify and help treat children with emotional or health problems. Is this goal accomplished..	4	3	2	1	0
43. School staff should provide students with opportunities to express and develop their creativity and special talents. Is this accomplished...	4	3	2	1	0
44. School staff should provide experiences which help students adapt to a changing world. Is this accomplished...	4	3	2	1	0
45. School staff should help students to appreciate and accept different kinds of people and cultures. Is this accomplished...	4	3	2	1	0
46. The educational system should provide equal educational opportunities for everyone regardless of race. Is this accomplished...	4	3	2	1	0
47. The educational system should provide equal educational opportunities for everyone regardless of sex. Is this accomplished...	4	3	2	1	0
48. The educational system should provide every student with opportunities in training for future work. Is this accomplished...	4	3	2	1	0
49. The educational system should provide students with experiences which will encourage them to be good citizens. Is this accomplished...	4	3	2	1	0

00055

50. Should Webber offer any after-school activities

Yes	No	No Opinion
2	1	0

Should I Parents, II Teachers, III Students be involved in planning and setting goals in a. basic subject areas
b. after-school activities for students

Yes 2
No 1
Don't Know 0

	curriculum	extra-curricular
parents	51	54
teachers	52	55
students	53	56

How involved should I Parents, II Teachers, III Students be in planning and setting educational goals for Webber School. Should they be:

	I	II	III
4 Very involved	57	58	59
3 Somewhat involved			
2 Not very involved			
1 Not at all involved			
0 Don't know			

Should Webber I Parents, II Teachers, III Students be involved in making decisions about

a. what's to be taught
b. who's to be hired
c. school financial matters
d. after-school activities for students

Yes 2
No 1
Don't Know 0

	What's to be taught	Who's hired	Finances	After-School
Parents	60	63	66	69
Teachers	61	64	67	70
Students	62	65	68	71

72. How would you rate Webber School in regard to educating the children who attend it? Would you say the Webber School Personnel are doing:

An excellent job	4
A good job	3
A fair job, or	2
A poor job	1
(Don't Know)	0

73. With regard to disciplining children at home, the parents of Webber School children are doing:

An excellent job	4
A good job	3
A fair job	2
A poor job	1
(Don't Know)	0

00056

In Webber school how would you rate the following facilities

		Excellent	Good	Fair	Poor	Don't Know
74.	Classrooms, are they	4	3	2	1	0
75.	Special equipment (projectors, etc.)	4	3	2	1	0
76.	Libraries	4	3	2	1	0
77.	Physical education	4	3	2	1	0

79. How much do you feel children in your class are learning this year as compared to last year at Webber School?

Much more than last year	4
Some more	3
Little less than last year	2
Much less than last year	1
No opinion	0

80. How well do you like the beginning and closing time at Webber School (8:15 A.M. - 2:00 P.M.)?

Very Much	Somewhat	Very Little	Not At All	No Opinion
4	3	2	1	0

(If 2 or 1, please explain)

82. How well do the children in your class seem to like school this year as compared with the students you taught last year?

Much More Than Last	Some More	A Little Less	Much Less	No Opinion
4	3	2	1	0

84. How true would you say the following statement is when applied to Webber School children?

"Parents react negatively to their children if they find that the child has talked to teachers about family matters."

Always True	Sometimes True	Seldom True	Never True	No Opinion
4	3	2	1	0

For each of the following statements tell me if you strongly agree, agree, disagree, strongly disagree, or don't know.

		SA	A	D	SD	DK
		4	3	2	1	0
85.	As a teacher, you pay enough attention to students as individuals	4	3	2	1	0
86.	In general, as a teacher you expect the same thing educationally from all children regardless of race	4	3	2	1	0

00057

(Continued)	SA	A	D	SD	DK
87. In general, as a teacher you expect the same thing educationally from all children regardless of sex	4	3	2	1	0
88. In general, as a teacher, you expect the same thing, educationally from all children regardless of parents income or occupation	4	3	2	1	0
89. "Students should be allowed to decide what activities and areas of study they will participate in during the school day."	4	3	2	1	0
90. "School programs should be designed to reward students for making progress no matter how slow that progress is."	4	3	2	1	0
91. The supervision provided on the playground is adequate	4	3	2	1	0
92. Students in Webber School have a respect for school facilities and equipment and help to maintain them	4	3	2	1	0
93. "Rules to control student behavior should be applied uniformily to all students under all situations"	4	3	2	1	0
94. "The more noise in a school, the less effective are the disciplinary procedures."	4	3	2	1	0
95. "During school hours the primary responsibility for controlling the child's behavior rests on the school personnel."	4	3	2	1	0
96. "Parents should be informed whenever their child engages in any serious or persistent misbehavior."	4	3	2	1	0
97. "Children generally learn fighting behavior at home."	4	3	2	1	0
98. "Fighting is a useful way for children to settle their differences."	4	3	2	1	0

00055

Questions of how and when to discipline students in school and at home are constantly being asked by both parents and teachers. I am going to read some common methods used in disciplining children. Please react to each as to whether you strong agree, agree, disagree, strongly disagree or don't know if it is a method which (4) (3) (2) (1) (0)

a. you would use at home
b. ought to be used at school

	(a) home	(b) school
taking away privileges	99	108
isolation (sending to room)	100	109
physical punishment (spanking)	101	110
talking out a solution	102	111
physical restraint (holding back)	103	112
withholding of love	104	113
send to someone else for discipline	105	114
shouting	106	115
ridicule (make fun of)	107	116

I am now going to read a list of behaviors. Please react to each as to whether it should or should not be disciplined.

	Yes	No	No Opinion
117. Throwing things	(2)	(1)	(0)
118. Cheating/lying	2	1	0
119. Talking out of turn	2	1	0
120. Not following directions	2	1	0
121. Fighting	2	1	0
122. Not doing assigned tasks	2	1	0
123. Not sharing	2	1	0
124. Talking back	2	1	0
125. Teasing	2	1	0
126. Swearing (using profanity)	2	1	0

127. How true would you say the following statement is when applied to Webber School students:

"Being good and getting good grades in school generally leads to other children disliking you."

Would you say that statement is

always true	sometimes true	seldom true	never true	no opinion
4	3	2	1	0

128. How true would you say the following statement is when applied to Webber School students:

"Children in school frequently encourage other children tc misbehave."

Would you say that statement is

always true	sometimes true	seldom true	never true	no opinion
4	3	2	1	0

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129. How <u>true</u> would you say the following statement is when applied to Webber School teachers:

"Teachers take it out on children whose parents are critical of the school."

always true	sometimes true	seldom true	never true	no opinion
4	3	2	1	0

		Yes	No	Don't Know
		(2)	(1)	(0)
130.	Webber School parents, in general, know what Webber School is like			
131.	Webber School parents, in general, know what Webber School personnel are trying to accomplish	2	1	0
132.	Webber School parents, in general, know how Webber School personnel go about accomplishing their goals	2	1	0

00060

Introduction:

During the Fall Term 1973 the author, a colleague from the University of Illinois, and two graduate students met with the principal of Webber School and Donald Holste from the Office of the Superintendent of the Urbana Schools, to discuss a request from the head of the PTA at Webber School to check into what appeared to be a communication gap between Webber parents and Webber School personnel. A report completed by Decker Walker, a faculty member from the University of Illinois' College of Education published in 1973, had also indicated that communication links between Webber parents and school staff were weak.

In addition to these concerns, school personnel at Webber had initiated a revised school program at Webber in 1973. Members of the school staff were concerned how the new program was being received by parents and whether the new program had improved teacher-parent communication. Indeed, teachers at Webber had begun thinking about plans for polling parent's opinions with regard to the new program before university consultants had their first meeting at Webber.

Plans were laid during the waining days of 1973 to conduct a comprehensive survey of parent and teacher attitudes on a variety of topics. The decision was made at a series of meetings to conduct the survey by personal interview of a randomly selected cross-section of Webber parents and of all Webber teachers. The review instruments were to be constructed by university personnel with input from Webber staff, some members of the PTA and from the Urbana Schools Superintendent's Office.

In a truly cooperative arrangement, the University was to provide interviewers, questionnaires, construction expertise and analysis of the data. The Urbana schools provided travel, secretarial and supply support. Two questionnaires were developed during the period November 1973 - March 1974, one questionnaire a parent form and one a teacher form. Most questions were asked of both populations in parallel form to allow for comparison of response. Some questions were changed to reflect the special knowledge of either parents or teachers (copies of each of the questionnaire forms are attached).

The generation of a randomly selected sample of parents plus the development of parallel questionnaire forms allowed the research team to feel that any results obtained might be generalized with confidence to all Webber parents and teachers and that comparisons between Webber parents and teachers with regard to attitude might be drawn.

A team of three interviewers (all female University grad students) began collecting interviews during April 1974. The interview process took approximately one month. Interviews were collected from 57 parents and 20 teachers according to a predetermined format. Data was processed at the University of Illinois on two independent Soupoc programs: Frequency Counting and T-Tests, the latter to check for differences between means on parallel items.

Results for the two forms will be reported here independently to assure optimal reporting of the results. Significant results and comparisons will then be discussed in a separate section.

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Results Obtained On The Parent Attitude Questionnaire Form:

In order to check that the sample drawn reflected a true racial picture of Webber School parents, the race of respondents was noted. Eighty-nine percent of the parents responding were white/caucasion, 14 percent black/negro/afro-american and 2 percent were members of other races. Twenty percent of the parents responding reported one child resident in the home, 38 percent - 2 children, 11 percent - 4 children and 4 percent - 5 or more children for a total of 119 children. Of these, 81 children attend Webber.

Eighty percent of the respondents indicated that two adults were resident in the home; only 13 percent indicated one adult resident in the home, only 13 percent indicated one adult resident in the home and 7 percent noted 3 adults in the home. In homes where there was a mother, 53 percent indicated that the mother was employed outside the home and for these the mean number of hours of employment outside the home was 36. Eighteen percent of the respondents indicated that the father was not employed outside the home. Working fathers averaged 44 hours in employment outside the home.

Eighteen percent of the responding parents indicated that there were regular periods each day during which their children were without adult supervision in the home. The most frequently cited time during which these children remained unsupervised was 2:30 - 3:30 p.m.

Fifty-one percent of the children walk to school, 24 percent come by auto and 25 percent ride the bus. Only 9 percent of Webber children generally return home for lunch.

Classrooms at Webber are universally racially mixed. Racially mixed classrooms are generally accepted by parents.

More than 80 percent of Webber parents feel that they are adequately informed about both general school programs and daily school activities. This information is obtained largely from three sources (1) school staff (2) talking with children and (3) the school newsletter. The majority of parents reported that no information was obtained regarding the school from the public media, from neighbors and friends or from school meetings.

More than 90 percent of the responding parents reported that they thought the following were very important goals of education:

1. Helping students master the basic skills of reading, communication, computation and problem solving.

2. Encouraging a positive attitude toward learning.

3. Giving students a feeling of adequacy and self-worth.

4. Providing equal educational opportunities for everyone regardless of race or sex.

Ninety-five percent of the parents polled cited all goals of education listed in our questionnaire as important. When questioned about how well parents thought Webber school staff succeeds in accomplishing each of the educational goals listed, more than 80 percent indicated they thought Webber staff accomplished the goals well.

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Weakness was noted in helping children with emotional or health problems, providing experiences which help students adapt to a changing world and providing students with opportunities in training for future work.

Seventy-seven percent of the parents thought that Webber should offer after school activities and 73 percent of these thought parents should be involved in planning and setting goals for such activities. The majority of parents thought that they should be somewhat involved in planning and setting goals in basic subject areas as well. To elaborate, the majority of parents thought they should be involved in making decisions about what is to be taught and consulted about school finances. Eighty percent thought they should be involved in making decisions about after school activities for students.

Eighty-five percent of the parents polled thought Webber school staff was doing an excellent (43 percent) or good (42 percent) job in educating their children. Sixty-three percent thought the staff was doing an excellent or good job in classroom management.

With regard to the physical plant and equipment at Webber, parents were satisfied with the classrooms and library facilities, they were less satisfied with available special equipment (projectors, etc.) or the physcial education offered.

Eighty-six percent of the parents thought that the teaching at Webber was meeting their child's needs and 72 percent thought their child was learning more during 1973-74 than during 1972-73.

One-third of the parents were dissatisfied with the beginning and ending times at Webber School (8:15 A.M. - 2:00 P.M.). Less than 30 percent were enthusiastic about the school hours.

Parents generally do not have to push children to attend school and more than 50 percent of the parents indicated that their children seemed to have liked school more during 1973-74 than they did during 1972-73. Forty-five percent of the parents report that their children return from a day at Webber School describing the school day with enthusiasm.

Eighty percent of the parents approve their children discussing sensitive family matters with his or her teacher. Eighty percent of the parents also agree that teachers pay enough attention to students as individuals.

One-third of the parents reporting disagree or are unsure that teachers expect the same from children regardless of race, sex or income/occupation of parents. Sixty-five percent of the parents disagree that students should be allowed to decide what activities and areas of study they (the children) will participate in during their school day.

Ninety-eight percent of the parents agree that school programs should be designed to reward students for making progress no matter how slow that progress is. A majority of parents disagree or are unsure whether adequate playground supervision is provided or whether students in Webber School have a respect for school facilities and equipment.

Seventy-seven percent of the parents agree that rules to control student behavior should be applied uniformly to all students under all situations. Sixty-three percent agree that the more noise in a school the less effective are the disciplinary procedures. Ninety-six percent of the parents agree that during scho[illegible]

00063

hours the primary responsibility for controlling the child's behavior rests on the school personnel. But 100 percent of the parents agree that they should be informed whenever their child engages in any serious or persistent misbehavior.

Seventy-three percent of the parents believe that children generally learn fighting behavior at home; however, 78 percent disagree that fighting is a useful way for children to settle their differences.

The majority of parents would use the following methods of disciplining their children at home:

1. taking away privileges (97 percent)
2. isolation (sending to room) (67 percent)
3. physical punishment (spanking) (80 percent)
4. talking out a solution (95 percent)

The majority of parents would not employ the next set of methods to discipline their children at home:

1. physical restraint (51 percent)
2. withholding of love (98 percent)
3. sending child to someone else for discipline (93 percent)
4. shouting (74 percent)
5. ridicule (making fun of) (94 percent)

The majority of parents agree that the following ought to be used at school to discipline children:

1. taking away privileges (93 percent)
2. isolation (sending to room) (77 percent)
3. talking out a solution (94 percent)
4. physical restraint (holding back) (66 percent)
5. withholding of love (64 percent)
6. send to someone else for discipline (78 percent)

Only shouting, ridicule and physical punishment would be denied the school staff by a majority of parents as a method of disciplining children in school.

The overwhelming majority of parents responding agreed that the items on our list of behaviors should be disciplined. These included:

throwing things
cheating/lying
talking out of turn
not following directions

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fighting
not doing assigned tasks
not sharing
talking back
teasing
swearing (using profanity)

Eighty-two percent of the parents believe that they have sufficient information about Webber School. Seventy-three percent think they have sufficient information about what Webber School personnel are trying to accomplish. Sixty-two percent of the parents think they have sufficient information about how Webber School personnel go about accomplishing their goals.

Results Obtained On The Teacher Attitude Questionnaire Form:

Ninety-five percent of the teachers teaching in Webber School during 1973-74 were female; 90 percent were white/caucasion, the remaining 10 percent were black. Teachers employed at Webber have taught there an average of three years. One hundred percent reported teaching a racially mixed class. Eighty percent reported liking racially mixed classes.

While 65 percent of the teachers reporting indicated that they believed parents were adequately informed regarding the school program, it is significant to note that 35 percent felt parents were less than adequately informed.

More than 90 percent of all teachers saw all the goals of education listed in our questionnaire as important. When questioned as to how well Webber School succeeds in accomplishing each of these educational goals, teachers were at times unenthusiastic. Seventy percent of the teachers thought the staff succeeded well or very well in identifying and helping children with emotional or health problems. Only 20 percent of the teachers thought they did a good job providing students with opportunities to express their creativity and special talents. Only 40 percent of the teachers felt they did a good job providing experiences which might help students adopt to a changing world. Only 45 percent thought they did a good job providing every student with opportunities in training for future work. More than 70 percent of the staff thought they were doing a good job in accomplishing all the other educational goals listed. Of special note was the strong belief among teachers that they were doing a very good job helping students master the basic skills of reading, communication, computation and problem solving (75 percent), in encouraging a positive attitude toward learning (50 percent), and providing equal educational opportunities for everyone regardless of race (75 percent) or sex (70 percent).

Seventy percent of the teachers agreed that Webber School should offer after school activities and that parents should be involved in planning and setting goals for these activities.

Sixty percent of the teachers would not want parents to be involved in planning and setting goals in basic subject areas but the same percentage would want students involved; everybody agreed that teachers should be involved in this activity.

Fifty-five percent of the teachers thought parents should be involved in making decisions about what was to be taught at Webber School. Seventy percent thought students should be involved. Eighty percent of the teachers would not want parents involved in hiring at Webber and 90 percent would not want students involved. However, 100 percent of the teachersthought teachers should be involved in deciding who

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would be hired at Webber School. Sixty-five percent of the teachers were willing to let parents be involved in making decisions about school financial matters. But 85 percent were not willing to have students be involved. One hundred percent of the teachers thought they should be involved in making decisions regarding school financial matters. One hundred percent of the teachers thought both parents and students should be involved in decision making regarding after school activities for students. Eighty percent of the teachers thought they should be involved in these decisions.

Seventy percent of the teachers said that the staff was doing an excellent job educating the children who attend Webber. In an about face, no teacher thought parents of Webber school children were doing an excellent job disciplining their children at home.

The majority of teachers thought the classroom, special equipment and physical education facilities at Webber were less than adequate. Sixty percent classed only the library as excellent.

Eighty-five percent of the teachers thought children were learning more at Webber school during 1973-74 than during 1972-73. Eighty percent believed that the children in their classroom liked school better in 1974 than in 1973.

Eighty percent of the teachers liked the school beginning and ending times (8:15 A.M. - 2:00 P.M.). Here a real clash might brew between teachers and parents. A somewhat late beginning and ending time for school would probably be preferred by the majority of parents or a lengthening of the school day (8:00 A.M. - 3:00 P.M.).

Forty-five percent of the teachers were not sure how parents would react to their children if the parent found out that his/her child had talked to teachers about family matters. Thirty percent of the teachers thought parents would sometimes react negatively.

All the teachers felt they paid enough attention to students as individuals and expected the same educationally children regardless of race or sex. Thirty percent of the teachers indicated that they did not expect the same thing from children when they knew the parent's income or occupation, however.

Only 60 percent of the teachers agreed that students should be allowed to decide what activities and areas of study they will participate in during the school day.

One hundred percent of the teachers agreed that school programs should be designed to reward students for making progress no matter how slow that progress was.

Only 35 percent of the teachers agreed that playground supervision was adequate.

Sixtypercent of the teachers agreed that students in Webber School had respect for school facilities. Sixty-five percent of the teachers believed that rules to control student behavior should be applied uniformly to all students under all situations. Seventy percent of the teachers disagreed that the more noise in a school the less effective are the disciplinary procedures. Ninety-five percent of the teachers agreed that during school hours the primary responsibility for controlling the child's behavior rests on the school personnel. Just as 95 percent believed that parents should be informed when their child engages in any serious or persistent misbehavior, 55 percent of the teachers thought that children generally learned fighting behavior at home. Eighty-five percent thought that fighting behavior was not a useful way for children to settle differences however.

00063

When asked about methods of discipline teachers would employ at home, the following would be used by the teacher at home:

1. taking away privileges (100 percent agreeing)
2. isolation (sending to room) (80 percent agreeing)
3. physical punishment (spanking) (95 percent agreeing)
4. talking out a solution (100 percent agreeing)
5. physical restraint (holding back) (90 percent agreeing)

The majority of teachers would not use the following methods of discipline at home:

1. withholding of love (100 percent disagreeing)
2. sending a child to someone else for discipline (100 percent disagreeing)
3. shouting (70 percent disagreeing)
4. ridicule (making fun of) (95 percent disagreeing)

Teachers were a little less certain about methods of discipline which ought to be used at school, but the pattern was exactly the same as above.

The majority of teachers responding agreed that the following behaviors should be disciplined:

1. throwing things (100 percent agreeing)
2. cheating/lying (100 percent agreeing)
3. talking out of turn (80 percent agreeing)
4. not following directions (85 percent agreeing)
5. fighting (100 percent agreeing)
6. not doing assigned tasks (85 percent agreeing)
7. not sharing (55 percent agreeing)
8. talking back (100 percent agreeing)
9. teasing (50 percent agreeing)
10. swearing (using profanity) (65 percent agreeing)

Seventy percent of the teachers agreed that children in school sometimes encourage other children to misbehave. Sixty-five percent of the teachers also believe that they <u>do</u> take it out on children whose parents are critical of the school.

Sixty percent of the teachers believe that Webber School parents know what

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Webber School is like. However, only 45 percent believe that parents know what Webber School personnel are trying to accomplish and only 30 percent of the teachers believe that Webber School parents know how the school staff is going about accomplishing their goals.

Significant Parent-Teacher Differences

Parents, significantly more than teachers, believe that the educational system should provide every student with opportunities in training for future work.

While both parents and teachers are positive about the educational system's accomplishments in the area of teaching basic skills of reading, communication, computation and problem-solving, to a significant extent teachers believe they are doing a better job teaching these skills than do parents.

The Webber School staff is generally less satisfied with the opportunities offered to Webber School children to develop their creativity and special talents. To a significant degree, parents are more satisfied.

When questioned about involvement in key decisions related to the operation of Webber School, parents and teachers were in generally close agreement on most issues. The majority of parents (58 percent) indicated a desire to be involved in what was taught. Teachers agreed (55 percent). Everybody thought teachers should be involved. A majority of parents thought parents should not be involved in hiring decisions (51 percent), teachers agreed (80 percent). One hundred percent of the teachers thought that they should be involved in hiring decisions. A significantly smaller percentage of parents (64 percent) thought teachers should be involved.

Eighty percent of the teachers indicted that they were very pleased with the current beginning and closing times of the school day at Webber. Only 29 percent of the parents indicated they were very pleased. There is a significant difference between parents and teachers on this question. Parents indicating much less satisfaction than teachers.

Seventy-nine percent of the parents approve or strongly approve of their children talking to a teacher about family matters, even sensitive ones. Teachers were very cautious in assuming this. Only 25 percent indicated they thought parents would seldom or never react negatively to their children if the parent found out that the child had talked to teachers about family matters. A significant difference.

For the following three topics, while parents were still positive in their opinion of the Webber staff, they were significantly less positive than were the teachers:

1. Teachers pay enough attention to students as individuals

2. In general, teachers expect the same thing educationally from all children regardless of race and

3. Regardless of six

The majority (65 percent) of Webber parents disagree when asked whether Webber students should be allowed to decide what activities and areas of study they will participate in during this school day. Sixty percent of the teachers believe that students should decide these matters, a significant difference.

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While both parents and teachers agreed, teachers held more firmly to the following statement than did parents: "School programs should be designed to reward students for making progress no matter how slow that progress is."

Sixty percent of the teachers agreed that Webber students had a respect for school property, only 45 percent of the parents agreed, a significant difference.

Sixty-three percent of the parents agreed that "The more noise in a school the less effective are the disciplinary procedures." Seventy percent of the teachers disagreed with this statement. A significant difference.

While both parents and teachers agreed as to where responsibility for controlling the child's behavior rested during the school day, teachers felt the weight of this responsibility to a much more significant extent than did parents. Parents, significantly more than teachers, agreed that children generally learn fighting behavior at home. Moreover, parents, significantly more than teachers, leaned toward fighting as an although generally disapproved, nonetheless useful, way of settling differences.

Parents and teachers generally agree on which disciplinary methods they would use at home. There are exceptions, however. Ninety percent of the teachers would use physical restraint (holding back) as an appropriate disciplinary measure at home. Only forty-nine percent of the parents would agree. There are several points at which parents and teachers differ when it comes to disciplinary measures which might be used at school. In most cases it is a matter of emphasis rather than conflict. There are two methods upon which parents and teachers directly disagree. The majority of parents (65 percent or more) see as appropriate inschool disciplinary measures 1) withholding of love and 2) sending the child to someone else for discipline. Methods the parents would not use in their own home. Ninety percent or more of the teachers disagree.

Our list of punishable offenses was accepted as punishable by both parents and teachers. No significance between group differences were noted except for swearing. Parents were much less tolerant of the use of profanity than teachers.

Significantly more teachers thought the following statement true than parents: "Being good and getting good grades generally leads to other children disliking you."

Significantly more Webber teachers thought the following statement true than Webber parents, "Teachers take it out on children whose parents are critical of the school."

Webber teachers and parents alike believe that Webber parents generally have sufficient information about Webber School. However, the majority of Webber teachers do not believe that Webber parents know what the school personnel are trying to accomplish nor how the school personnel goes about accomplishing their goals. The majority of Webber parents disagree.

Conclusions

Both parents and teachers are positive in their overall rating of Webber School staff with regard to educating the children enrolled. Eighty-five percent of the parents interviewed reported that the school staff was doing an excellent or good job. Ninety-five percent of the teachers agreed.

00069

Seventy-two percent of the parents and 85 percent of the teachers felt that children learned at least some more during the 1973-74 school year than they learned during the 1972-73 school year. The majority of both groups felt that the children liked the school the same or better during 1973-74 than during 1972-73.

In general, attitudes concerning schooling at Webber are shared by both parents and teachers. Parents are generally favorable toward Webber School and its staff. They are also very interested in being involved with the school when they think their input will have impact and if the demands on their time do not interfere with their work schedules. Opportunities for personal dialogue between teachers and parents are desired but not sufficiently provided for. This lack of personal exchange serves to maintain a kind of reserve on the part of parents and fosters some misperceptions on the part of teachers. Our interviewers will tell you that they were almost without exception cordially received in nice homes by polite people interested in their children and their children's education.

The length of the school day should be rethought. If the day is not lengthened to cover the period 8:00 A.M. to 3:00 P.M., then it might be advisable to move the time for beginning til 8:30 A.M. with closing at 2:30 P.M. A third alternative would be to provide after school activities in which children, who might regularly return to an unsupervised home, could participate.

It is further our opinion that the Webber teachers are not well known to Webber parents as people. This shows up in the uncertain responses given by many parents when asked to give an opinion regarding teacher behavior or teacher attitudes affecting behavior. Teachers are not well versed in the life style of Webber parents. Home visitations would be helpful to teachers and welcomed by parents. Student opinions about personal issues are not polled enough. Career education is lacking at Webber as are sufficient opportunities for students to express their creativity and special talents and the playground lacks adequate supervision. But in general, Webber is growing in a positive direction. Things are better this year than last and could be better still if the school staff took the initiative to involve themselves directly with parents of the children they serve. You know, maybe those pot luck suppers, carnivals and raffles had some good effect at that.

Thomas J. Long
University of Illinois
September, 1974

4070

AREA 3

GROWTH IN READING AND MATH

This section consists of pages 65-72 and contains the following items:

ITEM	PAGE (s)
Summary of Reading Data Obtained on the SDRT	66-67
Summary of Math Data Obtained on the Base Math Tests	68-71
Reading Gains Measured by the Bond, Balow, Hoyt Tests for Special Education Children	72

01071

STANFORD DIAGNOSTIC READING TEST

The Stanford Diagnostic Reading Test was given to all children in grades 2-6 at Webber in May 1973 and May 1974. Scores obtained in the reading comprehension and vocabulary sections of these tests are compared to determine gains made during the year.

TABLE 1

MEDIAN GRADE EQUIVALENT SCORES FOR CHILDREN IN GRADES TWO THROUGH SIX IN MAY 1973 AND MAY 1974 ON THE STANFORD DIAGNOSTIC READING - COMPREHENSION TEST.

	May 1973	May 1974	
Grade Two	2.3 (n=33)		
Grade Three	3.1 (n=26)	3.6	(gain = 1.3)
Grade Four	3.6 (n=15)	4.1	(gain = 1.0)
Grade Five	5.1 (n=28)	5.6	(gain = 2.0)
Grade Six		6.1	(gain = 1.0)

A gain of 1.0 is expected from children who scored at or near grade level on the pretest. Children scoring below grade level on the pretest generally have a more difficult time to make a full year's gain in one year. All groups made a gain of one year or more in comprehension as measured by this test.

All children at each level were tested but only the scores of those children who remained at Webber during the entire period were used in the comparison. As indicated on Table 2, on the pretest more than 75% of all children scored below their grade norm, making it extremely difficult to make an average gain of 1.0. In May, 1974 the percent scoring below the norm was reduced to 62, a reduction of 13% for children who would be predicted to gain less than a full year.

000072

TABLE 2

PERCENT OF CHILDREN SCORING BELOW EXPECTED GRADE LEVEL ON THE STANFORD DIAGNOSTIC-READING COMPREHENSION TEST

	May 1973	May 1974
Grade Two	67%	67%
Grade Three	85%	69%
Grade Four	87%	50%
Grade Five	68%	64%
Grade Six		
Total Grades 2-6	77%	62%

Except for the grade two, 1973 cohort, all groups made a mean gain of more than one year in reading comprehension as measured by the Stanford Diagnostic Reading Test.

Reading vocabulary scores are presented by the SDRT in terms of stanines. A stanine is a value on a simple nine-point scale of standard scores. Scores are expressed along a scale ranging rrom 1 (low) to 9 (high) with the value 5 always representing average performance for pupils in the reference group. A reference group is established for each grade level. Table 3 indicates the mean stanine for each of the reference groups in vocabulary.

TABLE 3

MEDIAN SCORE FOR READING VOCABULARY IN STANINES AS OBTAINED ON THE STANFORD DIAGNOSTIC READING TEST

	May 1973	May 1974
Grade Two	4	3
Grade Three	4	4
Grade Four	4	4
Grade Five	4	4
Grade Six		4

As indicated earlier, for reference groups scoring below the norm (stanine of less than 5) it is extremely difficult to make a years growth in one year. The same factors causing a low score initially are continuing to make it difficult to make average growth. The stanines in Table 3 indicate that approximately one years growth was made by all groups.

00073

SUMMARY OF BASE MATH TEST

The Base Arithmetic Skill Evaluation (BASE) testing system developed by Media Research Associates and written by Lola May and Vernon Hood was used as a pre and post measure of mathematics skills for all children at Webber in grades 1-6. The tests were administered in October 1973 and May 1974. BASE identifies basic entry level skills a student must have if he is to perform effectively at his grade level. From 16-23 skills are identified at each level permitting each teacher to identify the skills to be taught each child. The number of skills mastered in October and May by the children in grades one through six are presented in tables 4 to 9 below.

TABLE 4

NUMBER OF SKILLS MASTERED BY FIRST GRADE CHILDREN AS MEASURED BY THE BASE MATHEMATICS TEST USED AS PRE AND POST MEASURE

NUMBER OF MATH SKILLS MASTERED	NUMBER OF CHILDREN MASTERING SKILLS AT EACH INTERVAL	
	October, 1973	May, 1974
1-3	0	0
4-6	1	0
7-9	0	0
10-12	6	0
13-15	[13]	0
16-18	2	6
19-20	1	[17]

[ ] = Median Score

89071

TABLE 5

NUMBER OF SKILLS MASTERED BY SECOND GRADE CHILDREN AS MEASURED BY THE BASE MATHEMATICS TEST USED AS PRE AND POST MEASURE

NUMBER OF MATH SKILLS MASTERED	NUMBER OF CHILDREN MASTERING SKILLS AT EACH INTERVAL	
	October, 1973	May, 1974
1-3	0	0
4-6	2	0
7-9	1	0
10-12	6	2
13-15	[9]	[14]
16	3	5

[ ] = Median Score

TABLE 6

NUMBER OF SKILLS MASTERED BY THIRD GRADE CHILDREN AS MEASURED BY THE BASE MATHEMATICS TEST USED AS PRE AND POST MEASURE

NUMBER OF MATH SKILLS MASTERED	NUMBER OF CHILDREN MASTERING SKILLS AT EACH INTERVAL	
	October, 1973	May, 1974
1-3	1	0
4-6	2	0
7-9	2	2
10-12	8	1
13-15	[11]	2
16-18	7	7
19-21	6	[14]
22-23	0	11

[ ] = Median Score

00075

TABLE 7

NUMBER OF SKILLS MASTERED BY FOURTH GRADE CHILDREN AS MEASURED BY THE BASE MATHEMATICS TEST USED AS PRE AND POST MEASURE

NUMBER OF MATH SKILLS MASTERED	NUMBER OF CHILDREN MASTERING SKILLS AT EACH INTERVAL	
	October, 1973	May, 1974
1-3	2	1
4-6	10	2
7-9	[9]	7
10-12	9	[12]
13-15	1	8
16	0	1

[ ] = Median Score

TABLE 8

NUMBER OF SKILLS MASTERED BY FIFTH GRADE CHILDREN AS MEASURED BY THE BASE MATHEMATICS TEST USED AS PRE AND POST MEASURE

NUMBER OF MATH SKILSS MASTERED	NUMBER OF CHILDREN MASTERING SKILLS AT EACH INTERVAL	
	October, 1973	May, 1974
1-3	0	0
4-6	2	0
7-9	8	2
10-12	12	2
13-15	[9]	8
16-18	10	10
19-21	3	[19]
22-23	0	3

[ ] = Median Score

00076

TABLE 9

NUMBER OF SKILLS MASTERED BY SIXTH GRADE CHILDREN AS MEASURED BY THE BASE MATHEMATICS TEST USED AS PRE AND POST MEASURE

NUMBER OF MATH SKILLS MASTERED	NUMBER OF CHILDREN MASTERING SKILLS AT EACH INTERVAL	
	October, 1973	May, 1974
1-3	0	0
4-6	1	1
7-9	3	1
10-12	8	6
13-15	[6]	1
16-18	4	[9]
19-21	2	6

[ ] = Median Score

It is difficult to assess the significance of the gains made. All grade levels made substantial gains indicating that many new math skills were acquired. Children mastering fewer than 10 skills are seen as having difficulty working with their age peers in math activities. As indicated in Table 10, 16 of the 178 children given pre and post tests completed the year with fewer than 10 skills at their level. The fourth grade group had the highest number of children with fewer than 10 skills both pre and post.

TABLE 10

NUMBER OF CHILDREN MASTERING FEWER THAN 10 SKILLS AT THEIR GRADE LEVEL

GRADE	TOTAL NUMBER OF CHILDREN TESTED PRE AND POST	NUMBER OF CHILDREN MASTERING FEWER THAN TEN SKILLS	
		October, 1973	May, 1974
1	22	1	0
2	21	3	0
3	37	5	2
4	31	21	10
5	43	10	2
6	24	4	2
TOTAL	178	44	16

00077

SPECIAL EDUCATION - READING GAINS

The children who were identified as eligible for special education services, educationally handicapped or learning disabilities, were given the Bond, Balow, Hoyt Silent Diagnostic Reading Test. The expected standard of success was one month's growth in achievement for each month of instruction, based on pre-and post-dates. The pretests were given in November, 1973, post-tests were given in May 1974. Elapsed time - 6 months. In order for each child to equal or surpass the standard he/she must make at least 6 months gain.

Grade 1-2 Unit:

Number of eligible children served	19
Range of achievement growth	0 months to 1.2 years
Average achievement growth	6.2 months (in 6 calendar months)
Number of children equal or surpassed standard	16
Number of children failing standard	3

Grade 3-4 Unit:

Number of eligible children served	31
Range of achievement growth	2 months to 2.7 years
Average achievement growth	1.2 years (6 calendar months)
Number of children equal or surpassed standard	27
Number of children failing standard	4

Grade 5-6 Unit:

Number of eligible children served	29
Range of achievement growth	3 months to 2.7 years
Average achievement growth	1.3 years (6 calendar months)
Number of children equal or surpassed standard	26
Number of children failing standard	3

SUMMARY

The Webber School Project served a total of 79 eligible special education students (43 educationally handicapped and 36 learning disabled). The range of achievement growth was 0 months to 2.7 years. The average achievement growth was 1.0 years during the six calendar months. Of the 79 special education children served 69 equaled or surpassed the standard and 10 children failed the standard.

The enrollment of Webber School for the 1973-74 school year was 266. Of that number 79 or 29.7% received special education in either educationally handicapped or learning disabilities.

AREA 4

STAFF PERCEPTIONS OF THE PROGRAM

This section consists of pages 73-90, and contains the following items:

ITEM	PAGE (s)
Teacher Questionnaire Part I and Part II - Sample Copy	74-77
Summary of Responses to Part I	78-80
Summary of Responses to Part II	81-90

00079

WEBBER TEACHER PERCEPTIONS OF THE DEGREE OF IMPLEMENTATION
AND PRIORITY OF NEEDS RELATED TO THE REORGANIZATION OF
THE SCHOOL AS PLANNED DURING THE 1972-73 SCHOOL YEAR

(revised 12/5/73)

Please respond to the following statements indicating your personal observation regarding the degree to which each has been implemented. Use the following scale for your response.

5 = Completely implemented
4 = Partially completed - adequate for this time in the year
3 = Started, but not as far along as I feel it should be
2 = Not yet started, but planned to begin
1 = Not much hope of being implemented
0 = No longer appropriate - dropped from the program
? = Don't have information to make a judgment

PLANNED FOR WEBBER REORGANIZATION DURING SPRING OF 1973	DEGREE OF IMPLEMENTATION
1. A classroom teacher-pupil ratio of no more than 1:15.	5 4 3 2 1 0 ?
2. You as a teacher assuming responsibility for establishing an on-going personal relationship with each of the children assigned to you.	5 4 3 2 1 0 ?
3. Heterogeneous grouping in each classroom by race, sex, special and non-special education pupils.	5 4 3 2 1 0 ?
4. The time from 2:00 - 3:00 p.m. being used for common planning and consulting by all teachers within units and as a total faculty.	5 4 3 2 1 0 ?
5. Employment of a sufficient number of special education staff to meet needs of all children.	5 4 3 2 1 0 ?
6. Special education integrated sufficiently so that children no longer suffer from the stigma associated with labeling and isolation.	5 4 3 2 1 0 ?
7. Programs which take into consideration the various learning styles of children.	5 4 3 2 1 0 ?
8. Inservice training for all certified personnel in techniques and skills designed to improve inter-personal relationships.	5 4 3 2 1 0 ?
9. You as a teacher eating lunch with your classroom group making this an educational experience.	5 4 3 2 1 0 ?

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10. The length of the school day the same for children except for kindergarten. 5 4 3 2 1 0 ?

11. An instructional program secretary employed whose main function shall be to inventory, organize, catalog and disseminate classroom instructional materials. 5 4 3 2 1 0 ?

12. The school organized into three program planning units serving 75-80 children. 5 4 3 2 1 0 ?

13. Four regular classroom teachers and two special education teachers working in each unit. 5 4 3 2 1 0 ?

14. You as a teacher with sufficient time to plan, consult and evaluate unit activities. 5 4 3 2 1 0 ?

15. You as a teacher in your unit making decisions regarding the use of time, space, materials and staff. 5 4 3 2 1 0 ?

16. Teachers practicing role specialization and a devision of labor when planning for student's learning programs. 5 4 3 2 1 0 ?

17. Broad goals established by each unit for the children they serve. 5 4 3 2 1 0 ?

18. Appropriate curricular materials selected with the unit's operation. 5 4 3 2 1 0 ?

19. Individual teacher decisions consistent with the unit's operation. 5 4 3 2 1 0 ?

20. You as a teacher working with other teachers to guide individual children toward being responsible for their own learning. 5 4 3 2 1 0 ?

21. You as a teacher guiding individual children toward being more responsible for their own learning by permitting children to utilize greater amounts of freedom in making decisions. 5 4 3 2 1 0 ?

22. A school curriculum designed to achieve growth and improvement in the basis skills. 5 4 3 2 1 0 ?

23. Children placed in varying time spans depending on their needs and the work at hand representing one of four basic learning modes. These being independent, one to one, small group and large group. 5 4 3 2 1 0 ?

24. The provision of a teacher work-conference room to encourage articulation between the unit groups. 5 4 3 2 1 0 ?

25. New teachers with special competencies in the basic skill areas. 5 4 3 2 1 0 ?

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26. You as a teacher utilizing short-term assignments for less mature children. 5 4 3 2 1 0 ?

27. You as a teacher helping children to feel better about their own worth. 5 4 3 2 1 0 ?

28. You as a teacher supporting principal in implementing the program. 5 4 3 2 1 0 ?

29. You as a teacher supporting the librarian in developing her part of the program. 5 4 3 2 1 0 ?

30. Adequate custodial services to support the Webber program. 5 4 3 2 1 0 ?

31. Adequate A.V. equipment to support the program in your unit. 5 4 3 2 1 0 ?

32. Procedures which provide for smooth operation of the lunch program. 5 4 3 2 1 0 ?

33. Special education children identified, staffed, and declared eligible for services. 5 4 3 2 1 0 ?

34. Evidence that individual goals and objectives have been set for each special education child in your unit. 5 4 3 2 1 0 ?

35. You as a teacher knowing each child in your unit adequately to assess his needs. 5 4 3 2 1 0 ?

Please identify yourself in the following areas:

a) Are you special ed. or regular teacher? (circle one)

b) To which unit do you belong?—grade 1-2, 3-4, 5-6, not a member of a unit. (circle one).

WEBBER TEACHER QUESTIONNAIRE

PART II

12/5/73

The following open ended questions are provided to get your general feelings regarding the Webber program and also to find what you feel the greatest needs are for continued development and improvement. You may wish to identify yourself as special or non-special education and your unit, but do not feel obligated to do so.

1. In general, how do you feel about the Webber program?

2. What do you like best about the Webber program?

3. What do you dislike most about the program?

4. Which area is in greatest need for revision or improvement? This may be the same as your response for #3 above, but not necessarily so. What suggestions do you have to improve that situation?

5. What do you see presently as the most pressing problem at Webber? This may not be as a result of reorganization.

If you need additional space for your comments, please attach sheets to this form.

00083

TABLE 11

WEBBER TEACHER PERCEPTIONS OF THE DEGREE AND SUCCESS OF IMPLEMENTATION RELATED TO THE REORGANIZATION OF WEBBER SCHOOL FOR 1973-74

QUESTION #	TOTAL RESPONSE Dec. n=16	TOTAL RESPONSE May n=20	TOTAL RESPONSE Diff.	SPECIAL ED. TOTAL DEC. N=5	SPECIAL ED. TOTAL May N=5	SPECIAL ED. TOTAL Diff.	REGULAR TOTAL Dec. N=11	REGULAR TOTAL May n=14	REGULAR TOTAL Diff.	GRADES 1 - 2 UNIT Dec. n=5	GRADES 1 - 2 UNIT May n=6	GRADES 1 - 2 UNIT Diff.	GRADES 3-4 UNIT Dec. n=5	GRADES 3-4 UNIT May n=5	GRADES 3-4 UNIT Diff.	GRADES 5-6 UNIT Dec. n=6	GRADES 5-6 UNIT May n=6	GRADES 5-6 UNIT Diff.
1	4.9	5.0	+.1	5.0	5.0	.0	4.9	4.6	-.3	4.8	5.0	+.2	5.0	4.4	-.6	5.0	5.0	0.0
2	4.5	4.9 (-1)*	+.4	4.4	5.0	+.6	4.5	4.9 (-1)	+.4	4.6	5.0	+.4	4.6	5.0	+.4	4.3	4.7	+.4
3	4.6	5.0	+.4	4.6	5.0	+.4	4.5	4.9	+.4	4.2	5.0	+.8	4.6	5.0	+.4	4.8	5.0	+.2
4	3.3	4.7	+1.4	3.4	5.0	+1.6	3.3	4.6	+1.3	3.8	4.8	+1.0	2.6	4.6	+2.0	3.7	4.7	+1.0
5	4.8	4.7	-.1	5.0	5.0	0.0	4.7	4.6	-.1	5.0	5.0	0.0	4.6	4.8	+.2	4.8	4.7	-.1
6	4.2	4.2	0.0	3.8	4.0	+.2	4.4	4.2	-.2	4.5	4.2	-.3	4.0	4.4	+.4	4.2	4.3	+.1
7	3.6	4.2	+.6	4.0	4.6	+.6	3.4	4.1	+.7	3.6	4.2	+.6	3.6	4.4	+.8	3.6	4.2	+.6
8	2.5	(-1) 1.9	-.6	2.4	1.6	-.8	2.5	(-2) 2.1	-.4	3.3	2.3	-1.0	2.0	(-1) 1.0	-1.0	2.5	1.7	-.8
9	4.6	(-2) 4.8	+.2	4.6	5.0	+.4	4.1	(-2) 4.8	+.7	5.0	5.0	0.0	4.4	4.8	+.4	4.5	4.8	+.3
10	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.8	5.0	5.0	0.0	5.0	5.0	0.0
11	4.7	4.7	0.0	4.4	4.8	+.4	4.3	4.9	+.6	5.0	4.7	-.3	4.4	5.0	+.6	4.7	5.0	+.3
12	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0
13	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0	5.0	5.0	0.0
14	2.8	(-2) 3.6	+.8	3.2	4.0	+.8	2.6	(-2) 3.8	+1.2	3.2	3.7	+.5	2.8	(-1) 4.3	+1.5	2.5	3.7	+1.2
15	4.3	(-1) 4.8	+.5	4.6	4.8	+.2	4.1	(-1) 4.8	+.7	4.2	4.3	+.1	4.6	5.0	+.4	4.2	5.0	+.8
16	4.6	(-1) 4.3	-.3	4.4	4.2	-.2	4.7	(-1) 4.4	-.3	4.6	4.0	-.6	4.6	4.4	-.2	4.7	4.7	0.0
17	3.6	(-1) 4.6	+1.0	3.4	4.8	+1.4	3.7	(-1) 4.5	+.8	3.4	4.7	+1.3	3.4	4.8	+1.4	4.0	4.5	+.5

QUESTION #	TOTAL RESPONSE Dec. n=16	TOTAL RESPONSE May n=20	TOTAL RESPONSE Diff.	SPECIAL ED. TOTAL Dec. n=5	SPECIAL ED. TOTAL May n=5	SPECIAL ED. TOTAL Diff.	REGULAR TOTAL Dec. n=11	REGULAR TOTAL May n=14	REGULAR TOTAL Diff.	GRADES 1-2 UNIT Dec. n=5	GRADES 1-2 UNIT May n=6	GRADES 1-2 UNIT Diff.	GRADES 3-4 UNIT Dec. n=5	GRADES 3-4 UNIT May n=5	GRADES 3-4 UNIT Diff.	GRADES 5-6 UNIT Dec. n=6	GRADES 5-6 UNIT May n=6	GRADES 5-6 UNIT Diff.
18	4.0	4.4 (-1)	+.4	4.6	4.8	+.2	3.7	4.3 (-1)	+.6	4.0	4.5	+.5	3.6	4.4	+.8	4.4	4.5	+.1
19	4.2	4.4 (-2)	+.2	4.6	4.6	0.0	4.0	4.4 (-2)	+.4	3.6	4.0	+.4	4.4	4.5 (-1)	+.1	4.7	4.8	+.1
20	3.9	4.3	+.4	3.8	4.0	+.2	4.0	4.4	+.4	3.8	4.0	+.2	3.8	4.0	+.2	4.2	4.8	+.6
21	4.0	4.0	0.0	3.4	3.8	+.4	4.2	4.1	-.1	4.2	3.8	-.4	3.8	4.0	+.2	4.0	4.0	0.0
22	3.7	5.0 (-1)	+1.3	3.2	4.8	+1.6	4.0	5.0 (-1)	+1.0	3.8	4.8	+1.0	3.4	5.0	+1.6	4.0	5.0	+1.0
23	4.3	4.6	+.3	4.6	4.4	-.2	4.2	4.6	+.4	4.8	4.8	0.0	4.0	4.4	+.4	4.2	4.7	+.5
24	3.1	4.2	+1.1	2.0	2.4	+.4	3.6	4.7	+1.1	3.6	4.0	+.4	2.2	4.6	+2.4	3.5	3.5	0.0
25	4.5	4.7 (-1)	+.2	4.3	5.0	+.7	4.5	4.6 (-1)	+.1	4.0	4.2	+.2	4.3	5.0 (-1)	+.7	5.0	5.0	0.0
26	4.6	4.9	+.3	4.4	4.8	+.4	4.3	4.9	+.6	5.0	4.8	-.2	4.4	4.8	+.4	4.7	5.0	+.3
27	4.3	4.4	+.1	4.0	4.4	+.4	4.0	4.4	+.4	4.0	4.3	+.3	4.2	4.2	0.0	4.7	5.0	+.3
28	4.5	5.0 (-2)	+.5	4.2	5.0 (-1)	+.8	4.7	5.0 (-1)	+.3	4.2	5.0	+.8	4.6	5.0 (-2)	+.4	4.0	5.0	+1.0
29	3.8	3.9 (-2)	+.1	3.2	3.3 (-1)	+.1	4.1	5.0 (-1)	+.9	3.8	3.8	0.0	4.2	4.5 (-1)	+.3	3.5	3.3	-.2
30	3.6	2.8 (-1)	-.8	4.4	2.4	-2.0	3.3	2.8	-.5	4.0	3.2	-.8	3.2	2.3 (-1)	-.9	3.8	2.7	-1.1
31	2.6	3.6	+1.0	3.0	3.6	+.6	2.5	3.5	+1.0	2.6	3.2	+.6	2.8	3.6	+.8	2.7	4.0	+1.3
32	4.6	4.8 (-1)	+.2	4.6	4.8	+.2	4.7	4.4	-.3	5.0	5.0	0.0	5.0	4.5 (-1)	-.5	4.2	4.5	+.3
33	4.1	3.9	-.2	3.8	4.2	+.4	4.1	3.4	-.7	3.2	3.7	+.5	4.4	3.2	-1.2	4.5	4.7	+.2
34	3.8	4.3 (-2)	+.5	3.6	4.4	+.8	4.0	4.3 (-2)	+.3	4.2	4.3	+.1	3.4	4.0 (-1)	+.6	4.0	4.5	+.5
35	3.4	4.5 (-1)	+1.1	3.0	4.2	+1.2	3.4	4.6 (-1)	+1.2	3.6	4.5	+.9	3.6	4.6	+1.0	2.8	4.5	+1.7

he negative number in parenthesis indicates the number of teachers who did not respond to the questions directly below.

TEACHER QUESTIONNAIRE

Generally teachers felt good about the Webber program in December and felt even better about it at the end of the year. Some specific areas where teachers observed improvement from December to May include:

(Question 4) better use of planning time

(Question 7) programs better adopted to learning styles of children

(Question 14) time for planning

(Question 15) more involved in decision making

(Question 17) goals better established

(Question 22) better designed curriculum

(Question 24) provision of work-conference areas

(Question 28) supporting principal

(Question 31) adequate A.V. equipment

(Question 34) objectives set for special ed. students

(Question 35) knowing each child better

Areas indicated as needing improvement or not meeting expectations:

(Question 8) improved inservice

(Question 30) adequate custodial services

The section following includes the responses from the five open ended questions in Part II of the questionnaire. Responses from December and May are placed side by side so that a comparision can be made. The statements are not compared for individuals, however, in that the identity of individuals was not known.

WEBBER TEACHER QUESTIONNAIRE
PART II

1. In general, how do you feel about the Webber program?

DECEMBER 1973	MAY 1974
I feel this program has great potential. The changes in the children due to smaller class size and special education integration is remarkable. As a unit, we are planning and sharing ideas, responsibilities, successes, failures, etc. I find that extremely exciting.	Quite favorable.
I feel it's ideals and goals are fantastic! There are still some wrinkles to be ironed out. The children have improved socially & academically!!	I feel even more strongly that this is a superior program. The children have made much progress in the academic areas and their inter-personal relationships.
Very optomistic. A tremendous improvement over the programs in years past.	Things are definitely on the up-swing, which really pleases me.
Great - this is the best year of teaching I've ever had. It's very bit as good as I imagined it would be.	That it has been successful for a first-year operation and that it should definitely be continued.
I feel very satisfied with most aspects of the program. There is a calm feeling in the classroom which is quite relaxing for learning situations. It is proving beneficial for the children and makes a teacher look forward to teaching.	I feel the program has achieved many of its goals for the 73-74 year. I do feel that we're at a point where we need more evaluation in order to determine what things are necessary for an even more productive 74-75 school year.
Frustrated! Many things are being attempted but one wonders how effective these measures are. There is little communication about the goals we set up and how to achieve these goals.	Tremendously pleased. I am very impressed with all the work the entire staff has done to help make our new program as successful as it is.
I feel that it has good potential but may not realize this potential without continuous critical evaluation as related to previously stated goals. There needs to be greater understanding and clarification of these goals.	Great. My children have received a great deal of assistance in the basic areas of reading and math combined with many interesting units, projects and trips which could not be accomplished without teacher interaction and cooperation.
Very pleased - I think we have a really great beginning.	Very good.
I feel the program has been a tremendous success, but these feelings are not based on any evaluation. But, I feel the evaluation will show the success of the program.	Good. It's been a great year, on the whole.
	Very good. I see progress made in all the basic skills. I feel this is due to the 15-1 ratio and a concentrated effort in providing materials for the basic skills. I'm also pleased with the students' change in attitude toward school and each other. I feel it's been quite successful.
	I feel this has been the best year Webber has had since I've been here (6 years). I see the Webber Program making more improvements with each succeeding year.
	Very good.

00087

1. In general, how do you feel about the Webber program? (Continued)

DECEMBER 1973	MAY 1974
I feel it is great. The total atmosphere of the school is pleasant, warm and what I think a school should be. Everyone involved in the total process of education. Our entire reason for being here is to provide the best for the children's needs and I think we are walking in that direction.	I feel very, very optimistic. I think the test results will show a substantial amount of improvement.
Great!	I have very positive feelings. We have begun our evaluating procedures and as the scores come in, it is quite obvious that the special education students have improved greatly.
I feel that the program has been a life saver not only to the teachers but to the students also. My students are much happier this year about themselves and about the school.	The program is, generally, a sound one in theory. Problems have arisen in implementation which negated some of the theoretical assumptions. In general, I have a positive feeling about the program.
Enthusiastic. I feel our program has been extremely beneficial to individual needs. There seems to be a more human and accepting environment.	
I am very enthusiastic about the program and feel that as of now, everything is running fairly smoothly. I think that the attitudes of teachers, as well as the students, have greatly improved over last year.	
Very good. It is much better than last year. I feel I know the kids in a positive way.	
In general, I am very positive ... and hope to see it continued and expanded and bettered.	

2. What do you like best about the Webber program?

DECEMBER 1973	May 1974
The small class size - of course! Plus the willing way in which my unit works together. The class size allows for more time with each child, more frequent and thorough evaluation, a more personal and understanding relationship with my students.	Lowered class sizes which should facilitate individualized instruction and improve teacher-pupil understanding of one another.
The smaller classes and the willingness for teachers to talk. Even though we disagree and get mad, we seem to be able to talk.	I like best the cooperation of teachers to teachers in the 5th and 6th grades. We have a problem communicating across units but the reason is because of time. The communication is great in units.

2. What do you like best about the Webber program? (Continued)

DECEMBER 1973

The small class size. I feel as if I really know all of my children this year.

Working in a unit with other 3rd and 4th grade teachers. Sharing has helped all of us so much. The intensity of pupil-teacher relationships that have developed as a result of smaller classes. The feeling that at last it is possible to meet individual needs.

I like the opportunity to individualize with students as a result of having under 15 children.

The ongoing communication among the members of my unit; the sharing of ideas, suggestions, materials, methods, problems, etc.

The professional and personal relationships among the members of my unit. Districtwide, administrative support for this program.

The fact that I have been able to establish a better relationship with the children in my class. And after more than fifteen years as teacher, for the first time I feel I'm being very effective.

Being able to work with individual children daily for 15-20 minutes. This would not be possible without a 15-1 ratio. I'm able to have 3 reading groups that have only 1 child in each.

The 15-1 ratio.

The smaller class size which enables a closer relationship to the children. The give and take of an excellent faculty. Being involved in decision-making processes. The support of the teachers in a unit with common goals. A REAL TEAM APPROACH.

I enjoy only having 15 in a room. Because of our reading problems, etc. plus discipline problems, it would almost be impossible to teach and teach at the level I would be proud of.

May 1974

The fact that I know every single child in our unit, and that the special education kids are getting along great with the "normal" kids.

Attitude is one of positiveness, able to meet needs of children.

The amount of time I have been able to give each child in my classroom because of the small numbers. It has been really satisfying to reach the end of the year and realize they have really learned a lot more this year than in the past.

The 15-1 ratio; the cooperation between teachers in planning unit activities; children's needs and schoolwide planning for ongoing curriculum; and the relaxed atmosphere and positive attitude of students and teachers alike.

Class size, working with other teachers as a unit, the dedication of all our teachers -- their willingness to work and their concern for the need of the children.

Feeling close with the children and teachers in one unit.

I feel being able to devote 15 minutes a day to individuals who need help in reading and math is the best feature of the Webber Program. I have also enjoyed the close relationships with the children.

The teacher-pupil ratio.

15-1 ratio and the opportunity we've had to tune in to some of the emotional problems our kids are having. I feel that I have been able to instill a sense of worth in many of my children.

Small classes-close pupil-teacher relationships; also closeness of faculty.

Small classes, use of the special education teachers and the way we have learned to work together.

15-1 ratio, unit planning becoming real team effort and continuous program in reading and math.

2. What do you like best about the Webber program? (Continued)

DECEMBER 1973	MAY 1974
A closer relationship with students. Time to listen with only 15 students. More sharing of teachers ideas than in the past.	Chance to make decisions about things that are important to the workings of the program.
I enjoy the teacher-student ratios this year. Undoubtedly, this has to be one of the best aspects of the program because the teachers can become more aware of the individual emotions and problems of each child. I really feel that this is what the educational process is about and for me, has proved very successful and rewarding.	
I can do so many humanizing things in the classroom, i.e. work on values, take time for individual attention, work on interpersonal relations and see some light in the kid's eyes.	
I like being able to have time to notice individual problems and weaknesses and having time to work with both these aspects-individually and group.	

3. What do you dislike most about the program?

DECEMBER 1973	MAY 1974
I find the ss-unit sharing of ideas and communication non-existent. As a unit we are very willing to express our ideas and feel free to disagree without hurting one's feelings. I see a great lack of professionism in this faculty when a person is afraid to ask a question for fear of the other person thinking or reacting defensively.	Its inflexibility.
I do not think we have enough time for special education. The children in special education need more help in a structured program. Where does my first priority lie? My classroom or my special education groups!	The lack of adequate work and storage areas.
The tremendous amount of meetings.	So many meetings after school - I know they are necessary - maybe next year we can be more efficient in getting the meetings done earlier.
The lack of communication between units. We had hoped that a teacher workroom for all of us to use from 2:00-3:00 and during lunch	Special education teachers still don't have any time to spend with the regular classroom teacher to talk about children and materials.
	Not enough time in a day - due to intricate scheduling.
	No real complaints, but I'm hoping we can eliminate some of the many meetings in 74-75.
	Too many meetings! I realize many of our meetings were necessary but we often spend so much time getting started we don't get a whole lo

00030

3. What do you dislike most about the program?

DECEMBER 1973

would help, but many teachers don't seem willing to leave the lounge.

I dislike the idea that if a few students fail to "make it", or if not every aspect is successful, then the program will be discontinued.

The lack of communication amoung the members of the faculty.

A feeling of pressure to meet the needs of the children and the needs of the program.

nsion created by some teachers who feel a d for more communication but express it such a way that no one feels like com- nication but express it in such a way that no one feels like communicating with them!

The pressure from other units and individuals to organize every units special education program exactly alike.

Title VII.

There just doesn't seem to be enough time to do everything I want to get done.

There is not sufficient time to plan and consult with our unit and the whole faculty plus spend the time needed after school in our rooms.

Although much sharing of ideas and philosophies has gone on in our unit - more time is definitely needed. At times I object to switching classes to facilitate special education classes. There is so much to do with my own group.

I have to question moving the children about so much in the primary unit. Of course, it is necessary for the special education to be completed at this time but I'm hoping that such movement from class to class for the unit is not more of a hinderance than a help.

May 1974

accomplished. I really need to spend more time in my room. However, on my part, I could sacrifice some of my time in the lounge.

Too many meetings. I feel that we have tried to tackle too many areas of the new program in too short of time.

Not enough time in the day.

Our failure to receive enough money to support the extensive field trip program we had envisioned. Lack of adequate supplementary materials in all areas. Lack of adequate custodial and maintenance service.

I believe we need stronger support and guidance from our administrator. He's away much of the time, and consequently, when serious problems come up there's none to deal with them immediately.

Knowing I need more time in my classroom after school and not being able to be there because of planning meetings which are also necessary.

Nothing.

I still feel we need more feedback from Title 7.

The time during the day is short and we have not gotten into our classrooms after students leave. We hope that we will need less time for meetings.

3. What do you dislike most about the program?

DECEMBER 1973

Not enough time in school day - still much to work out in area of curriculum - lack of A-V equipment.

I dislike having to spend so much time on trivia, i.e. small administrative problems that should be solved by groups, etc.

May 1974

4. Which area is in greatest need for revision or improvement? This may be the same as your response for #3 above, but not necessarily so. What suggestions do you have to improve that situation?

DECEMBER 1973

Communication (The 2-3 period daily). Curriculum development. (This needs plenty of discussion - cross-unit discussion) I'm not sure. I, personally, have tried suggesting things, but none seems to have the desire to work things out. I find this truly frustrating.

I am at a real loss about this_____. Teachers have different expectations.

I would like to see at least one week and possible two of teacher time for pre-school planning next fall. I don't understand how the Urbana Schools can possibly feel teachers will be ready to begin the school year with one day of planning time before the children come. This would also eliminate the need for so many meetings at the beginning of the school year and give the teachers much needed time in their classrooms.

Move the comfortable furniture from the lounge to the workroom. Review for the new personnel our objective regarding improved communication.

There seems to be a need to inform new teachers about our program in a little more detail. A lot of things seem to be taken for granted as being known when I'm sure they aren't. A list of goals doesn't

MAY 1974

Next year we should have fewer decisions to make. We have been working on rules, schedules, etc., many of these will have been worked out this year.

Title VII; I would prefer not having Title VII at all, but if we have to, I feel a language improvement program would be good.

Nothing.

The playground supervision! Supervisors should be required to take some kind of workshop. Or at least have a list of pointers regarding the handling of children. I'm sure we have some staff members that could meet with these people at the beginning of the year. If problems occur, they should be handled by the principal and not put back on the teachers.

I believe we need stronger support and guidance from our administrator. He's away much of the time, and consequently, when serious problems come up, there's no one to deal with them immediately.

Our abysmal failure to adequately cope with problems of inter-personal relationships. I believe most of our end-of-year problems stem from this. Next year I hope we can undertake comprehensive inservice training in this area - we really didn't have time this year.

00092

4. Which area is in greatest need for revision or improvement? This may be the same as your response for #3 above, but not necessarily so. What suggestions do you have to improve that situation?

DECEMBER 1973

seem adequate. Some methods of achieving these had been determined by old teachers, but new ones weren't informed of these.

Institute a faculty work-conference room. Enforce the 2:00-3:00 time for "common planning" and "consulting by all teachers within units and as a total faculty." Eliminate the teacher's lounge.

Curriculum Development: Discussion leading to curriculum continuity K-6. Particularly in basic skill areas.

I feel that there are teachers who, because of the lack of experience, are expecting too much of many of the primary children, especially in the area of reading.

Sufficient materials available for children who are not learning adequately with the present program. There has been a desperate need for a sequential program in the teaching of sounds and symbols in grades 1, 2 and 3.

Title VII. It could be improved by spending more time with the kids who are really bad readers. Also I feel the Title VII teacher could follow a more consistent system of planning, feedback and attendance.

Title VII - I don't know how or what to do. It is difficult to work it into our program in a meaningful way. It was an instant planning last September. Our program is based on each teacher having 15 children, etc. I just don't think it was well planned for Webber. Nor our program fully explained to Mr. Rawls or Miss McKinney. Hence the program has nothing or almost nothing to do with the rest of our program. The teachers at Webber never discussed this before with Mr. Rawls - too late now.

I feel a need for more inservice training programs. However this answer conflicts with my answer to question #3. (I guess we need more hours in a day, more money for equipment and supplies.)

MAY 1974

Field trips. These children need to be exposed to many more experiences in small groups. I also feel the need for more inservice training in the teaching of our basic texts - Ginn and Heath and also available supplementary material.

I'd like to see more children in Webber who aren't eligible for the special education program. We need more good models for the large number of special education children we presently have.

Title VII and Early Intervention. There still needs to be discussion in both of these areas and decisions must be made regarding the availability of space for Title VII and in order for the E.I. program to function properly next year, some definite decisions must be made regarding placement of the program and what is expected of the program that will best serve the students at Webber.

Cut special education service to 1 hour a day - instead of 1½ hours. Every teacher work and cooperate to insure every special child receives help he/she needs - to eliminate necessity of freeing special education teachers.

Meetings - start unit and faculty meeting at 2:00 and the Monday and Wednesday committee and curriculum meetings at 2:30 so we could do something in our classroom and then go to meetings.

Where does Title VII fit in? Special education teachers still don't have any time to spend with the regular classroom teacher to talk about children and materials.

Meetings! It seems that so much time is wasted in meetings. In general, meetings should be more business like - and to the point.

More faculty time spent on analyzing problems or rather in analyzing those portions of program which have not been fully implemented and arriving at an understanding as to why and whether or not the difficulties can be rectified!

00003

4. Which area is in greatest need for revision or improvement? This may be the same as your response for #3 above, but not necessarily so. What suggestions do you have to improve that situation?

DECEMBER 1973

B

Playground problems - time out area. Insufficient funds for special needs i.e. art projects, etc.

I really think there must be more communication among the teachers in the units so that we will continue to function properly this year. We're trying to individualize our own classrooms this year, but cannot neglect the total unit and the opinions and suggestions of other teachers.

Maybe go until 2:30 each day...more time for total faculty communication.

I feel that there are two areas needed to be improved. One is that we need a decision making model so that problems could be solved quickly and tactfully. The other is more honest communication between units. We also need: 1. more space for texts, equipment, etc. and 2. repairs made in workroom so that it would be more conducive to both work and meetings and storage of materials.

MAY 1974

5. What do you see presently as the most pressing problem at Webber? This may not be as a result of reorganization.

DECEMBER 1974

COMMUNICATION!! I just can't believe that some of the teachers "can't find the time" when that's what it's All About!!!! - sharing ideas, learning from one another, improving!!

We really need to work on methods of decision-making. There must be some sequential order to follow when making a decision.

We have had a large number of items (tape recorders, balls, etc.) stolen recently by a few of the Webber children. Consequently we are having to lock all the rooms when-

MAY 1974

More sensitivity to the needs of children within and without the "skills development" construct.

The most pressing problem is to get proper work spaces and storage areas for all staff. Fixing up, cleaning out and reorganizing of classrooms, storage, etc. should be TOP priority for this summer.

We don't want or need more special education children from Washington School or anywhere else for that matter.

Time - I am just too tired after all the meetings to get back to my room and things tend to pile up-hopefully I will be better organized next year.

AREA 5

SOCIOMETRIC DATA

This section consists of pages 91-94 and contains the following items:

ITEM	PAGE (s)
Instructions to Teachers on Obtaining Sociometric Data.....	92
Summary of Data.....	93-94

TO: TEACHERS

RE: Use of attached list of pupils to obtain sociometric data

1. The attached list should have the names of all the pupils in your room. Please check it over and add missing names or mark off any name that should not be on the list.

2. Pass out one copy to each pupil. Ask the class to circle the answer which tells how they feel about each person in the room. Tell them to not circle a response behind their own name, but to give an answer for every other name on the list.

3. When filling out sheet #1, the pupils are to be asking themselves: HOW MUCH WOULD YOU LIKE TO DO SCHOOL WORK WITH EACH OF THE PUPILS IN THIS ROOM?

   Demonstrate procedure on chalkboard with fictitious names as they are on your pupil list.

4. On another occasion, pass out a second copy of the pupil list. When filling out sheet #2, the pupils are to be asking themselves: HOW MUCH WOULD YOU LIKE TO PLAY A GAME ON THE PLAYGROUND WITH EACH OF THE PUPILS IN THIS ROOM?

5. The same general procedures apply to both Sheet #1 and #2.

6. If you wish, you may substitute a subject matter name such as math or reading or science for school work or a particular game in section #2. The game should be one requiring physical agility rather than something like chess or scrabble.

7. Gather copies relating to work (#1), label as Response to #1. Send to D. Holste at Central Office.

8. Gather copies relating to play (#2), label as Response #2. Send to D. Holste at Central Office.

Responses will be made by children on a four point scale:

A lot	3
Some	2
Very Little	1
Not at All	0

SOCIOMETRIC DATA

The page preceding described a sociometric technique used by the Webber teachers in October, 1973 to determine pupil ratings of one another on the basis of "play" and "work" relationships. The purpose of this technique was to determine whether children eligible for special education services were seen by other children as being inferior or otherwise inadequate. Since many of the children receiving special education services are those who have more serious academic deficiencies, it was expected that they would be rated lower in "school work" associations. However, in "school play" relationships this lower choice should not be significant if special education creates no stigma associated with the provision of its services.

This measure was only taken at one point, October, 1973 in the early weeks of the new program. In order to provide data to better determine the affects of the program in this area, it is recommended that it be requested at the same time the next school year (October, 1974).

A "work" and "play" score was established for each child by determining the mean of the responses made by all other children in his or her classroom. The response for each name was limited to a four point scale with assigned values of 3-2-1-0, the highest score 3 being the most positive score. Both "work" and "play" mean scores for the 223 children was 1.83. In addition to the report by classrooms in Table 12 teachers were given a report on the individual scores for each of their children and several analysis were done comparing the choices made by different sex, different race, special and non special and all combinations of those groups involving 12 separate analysis. These further analysis were done because of the recognized fact that sex and race factors frequently affect choices and this affect may offset or exaggerate the affects of special and non special choices.

TABLE 12

MEAN SCORES OF CHILDREN IN SPECIAL AND NON-SPECIAL EDUCATION ON A SOCIOGRAM ADMINISTERED IN OCTOBER, 1973

TEACHER	NUMBER OF STUDENTS		WORK SCORE		PLAY SCORE	
	Special	Non-Special	Special	Non-Special	Special	Non-Special
V	8	6	2.01	1.89	1.55	1.62
VII	5	6	2.40	2.51	2.56	2.40
X	5	8	1.59	1.61	1.79	1.90
IV	2	9	2.10	2.30	1.78	1.83
II	0	14	none	1.80	none	1.93
XII	5	10	1.19	1.62	1.21	1.58
F	4	7	1.24	2.05	1.04	1.89
E	3	7	2.17	2.24	2.35	2.58
XIV	6	5	1.36	1.60	1.33	1.45
I	6	8	1.48	1.59	1.69	1.85
B	1	9	1.25	2.08	.88	2.13
XV	5	10	1.82	1.44	1.90	2.17
XIII	7	6	1.51	1.43	1.41	1.33
VI	2	8	1.39	1.84	1.56	1.54
3	3	8	2.19	2.26	2.40	2.37
XI	4	7	2.05	2.39	2.00	2.37
VIII	3	11	.84	1.47	1.13	1.47
III	6	9	2.25	2.26	1.69	1.83
TOTAL	75	148	1.72	1.89	1.67	1.90

The scores for special and non special in either "work" or "play" did not appear to be significantly different although the non-special scores over-all were lower. The difference between ratings of same and opposite sex was greater than the difference between special and non-special for those rating groups where groups were large enough to make comparisons. The difference for ratings of special by non-special with the variable of sex removed was less marked for play than for work.

The fact that this data was gathered only one time with no reference as to what constituted a high or low score made it difficult to draw any definite conclusions. It can be said that the data did not give support to the fear that special education children were seen by their peers as being unacceptable in "work" and "play" situations. Whether this was in anyway attributable to the fact that the special children were fully integrated in the classrooms as part of the new program is impossible to say at this time.